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**PROCEEDINGS**

OF THE FIRST ANNUAL

**TEACHER-TRAINING CONFERENCE**

HELD AT THE

**INDIANA STATE TEACHERS COLLEGE**

**TERRE HAUTE, INDIANA**

**APRIL 10 and 11, 1931**

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# THE TEACHERS COLLEGE JOURNAL

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## SECOND ANNUAL TEACHER-TRAINING CONFERENCE

Friday and Saturday, May 6 and 7, 1932

DR. SHELTON PHELPS

Dean of Graduate School, George Peabody College for Teachers  
Guest Speaker

## TEACHER-TRAINING CONFERENCE

### FRIDAY MORNING PROGRAM

*College Hall*

E. E. RAMSEY, *Head, Department of Education, Indiana State Teachers College, Presiding*

### THE CONFERENCE OBJECTIVES

L. N. HINES

*President, Indiana State Teachers College*

We welcome you to the Indiana State Teachers College and to the city of Terre Haute. We welcome you to this the first of what we trust will become a long series of vital conferences dealing with the problems of teacher training.

There are many and varied problems facing the people of today. It is hardly necessary for me at this time to review these problems—the problem of the unemployed worker,

the problem of crime in its many aspects, the problem of economic and social adjustment to a new era which is demanding the attention of the best minds of our nation—these and many others are of utmost importance in the social and economic progress of our day. To a large extent the problems which I have just mentioned are those with which we are confronted as a nation, now. But I believe that as teachers and persons



interested in the education of teachers this particular group is faced with as vital problems for the welfare of the nation as any group in the country. We have a twofold responsibility. First, the responsibility of educating those people in our teachers colleges to become the teachers of boys and girls everywhere in a political, economic, and social era that is of itself one of the most challenging in history. Second, the responsibility of what we shall teach these prospective leaders of boys and girls in order that as leaders they may guide the youth of the nation to a level of political, economic, and social adaptation that will in turn justify our own existence. The first of these responsibilities deals with the prospective teacher as a human being. The second deals with our treatment of that individual in the academic and professional subject matter course to which we subject him in the educating process.

In our dealings with the prospective teacher as a human being there are certain responsibilities with which we are all charged. In most of our state-supported teachers colleges it is necessary that we accept for admission all graduates of the highest class of high schools recognized by our state government or its delegated representatives. Years of experience have taught many of us that the foundation of national progress lies at least in part in the open door of the state school system, from the kindergarten through the college, but at the same time experience has also contributed to our belief in the advisability of some attempt at clarification of the responsibilities that must be faced at each higher level.

It seems quite evident, I am sure, to most of you that those of us who have had experience should pass on some of the information thus acquired to those who are coming along a similar path. We are neglecting our opportunity to be of the fullest service if we do less.

While I believe that we should assume this responsibility at all levels in our schools and colleges, I think that it is highly essential that such a program be undertaken after a careful consideration of the problems of the actual classroom teacher as well as the problems of the teacher from the standpoint of the administrator—both in the public schools and in the teachers colleges. Such a program probably should be based on actual problems of teacher experience, modified in the light of the problems faced by the teacher-in-training, to become of value to the high school pupil considering the vocation of teaching.

In facing the first responsibility, then, it seems to me that we should discuss together some of the problems of such a program. In the preparation of this conference we have had such a discussion constantly in mind. We have purposely avoided the scheduling of addresses, but rather we have desired to bring before the members of this conference several points of view dealing with the problems to be raised. We trust that each guest at this conference will feel as personally responsible for the discussion of the problems raised as anyone else. In order to get as many problems as possible before you we have limited each problem to one period and an opportunity will be extended to join in the

discussion of the problems. We trust that by such an open forum we shall be able to place before you the several points of view which must of necessity be considered before we can accept the full responsibility of moving the educative cycle ahead in accord with the needs of the times. Thus in the program planned for today we have endeavored to bring together those interested in teachers and teacher-training and here discuss a few of the problems which we deem of some importance in regard to the personal factor in teacher education.

In facing our second responsibility we realize that when we ask *What* shall we teach, the answer might well be, "Boys and girls." For after all the student is the important factor in the teachers college or public school and not the subject matter. On the other hand there is considerable necessity for giving some very close attention to the problem of *What* we shall teach the individual student. It is rather important that we have some knowledge of the best materials, methods, sequence, organization, activities, et cetera, to be used in the preparation of teachers as well as to have these same factors considered in the education of boys and girls in the public schools. Furthermore, it is our contention that in considering this responsibility it behooves all of us to join together in a frank and open discussion of the problems involved. Therefore, we

are asking that you who have been engaged in the actual job of teaching in the public schools join with us who are concerned with the training of students from your schools to be returned to you as teachers in your schools in a discussion of our common interests. Without doubt the public schools will expect certain things of our teachers-in-training when they step into the job for which we are training them. It is highly essential that within the teachers college we shall be vitally concerned with the requirements that shall be placed on our graduates—your future teachers—our common problem. We are reserving the discussion of tomorrow for this problem.

We realize that it will be impossible to solve all the problems which will be raised in this conference. We trust that this will be the opening conference of others like it to consider together how we may best solve our common problems in preparing the material you in the public schools send to us in the teachers colleges to be returned to the public schools to train boys and girls who in their turn will move on in this cycle. Truly ours is a common problem. Let us study it together, and thus come to a closer understanding of the common interest we all share—that of discovering ways and means of better serving the boys and girls in the public schools through the process of teacher training.

**PROBLEM I.—WHAT SHOULD BE DONE CONCERNING THE GUIDANCE OF PROSPECTIVE TEACHERS?**

E. E. RAMSEY, *Head, Department of Education, Indiana State Teachers College, Presiding*

**(a) FROM THE INSTRUCTOR'S VIEWPOINT**

S. F. STEWART

*Professor of Education, Earlham College*

**I. SCOPE AND IMPORTANCE OF GUIDANCE.**

Guidance in its broad meaning should include selection. Perhaps it would be better to say that guidance and selection are aspects of the same problem. We cannot accomplish much by guidance unless we select the students who are to be guided. On the other hand, it does not appear to be wise to decide which students shall be permitted to teach unless we have already given them some guidance and unless we also attempt to guide them in their later preparation for teaching.

The need for some plan of carefully selecting candidates and then guiding them in their preparation is emphasized by two well-known present conditions:

1. Many legally qualified teachers who have secured positions have not been able to retain their positions. They were not considered satisfactory by their employers, though some of them probably were doing efficient work.

2. Certain legally qualified graduates have failed to secure positions. They did not favorably impress the school officials, though some of them might have done well if they had only been given a chance.

Thus we see that some of our young people who have prepared for teaching and have received licenses have been unable to measure up to

the standards of the school officials. Possibly the standards employed by most school officials are valid, but in some cases there may be room for doubt.

During the period when there was a scarcity of legally qualified teachers, there was little difficulty in securing positions. Now we have a surplus of legally qualified teachers, and the surplus is likely to become even greater. Competition is becoming keen. The question is, "Shall we continue to turn out inferior candidates who in many cases will replace those who are well qualified?"

**II. GUIDANCE IN A LIBERAL ARTS COLLEGE.**

I shall now briefly describe a plan of selection and guidance which we have been employing in Earlham College with some degree of success. I do not claim that it is a scientifically derived plan, but I do claim that it has some practical every day value.

In the first place, I have attempted to discover some of the factors which are involved in the so-called "success" of the beginning teacher. These may not be the chief factors in true teaching efficiency, but they are factors which influence school officials in employing and retaining teachers. If our graduates cannot secure positions and hold positions, they can hardly become efficient teachers, no matter how ideal their qualifications



may be. From conferences with superintendents and principals, I obtained several reasons why certain applicants were not employed and why certain teachers were not retained. Many of these reasons pertained to personal characteristics of the candidates. Those which referred to instruction were not very specifically defined. Apparently some superintendents and principals do not carefully analyze the teaching process. There is the possibility that the correct reason was not given in every case, but I believe that the list as a whole is fairly reliable. To this list, I have added a few others based upon my own observations. Because of lack of time, I shall not enumerate these deficiencies. Some of them are due to weak scholarship in the courses studied in college, but others appear to be due to lack of outside social contacts and experiences.

The next step was to see what could be done toward removing or reducing these deficiencies. We believed that some of them, such as weakness in subject matter, inefficient methods of instruction, lack of understanding of pupils, and inability to arouse interest, could be remedied to some extent through instruction in the regular academic and professional courses; but we felt that others, which are not matters of scholarship, could not be removed in that manner.

Near the beginning of each of my sophomore courses in education I discuss the requirements for certificates; the supply and demand in the various high school subjects, and certain personal, moral, and social characteristics which are of value to the teacher. I indicate the importance of

participation in certain extra-curricular activities. Later in the sophomore year, each student who desires to teach is asked to fill a candidate's blank. On the blank he indicates the subjects in which he desires his license, the courses which he has completed in the license subjects and in education, and certain other data. We then check over the record to see if he is choosing suitable license subjects and taking proper courses. In some cases, a change in license subjects is suggested. The work which he must yet complete is indicated on the blank. I make certain that the student understands the requirements.

Early in the junior year, each candidate is considered by a committee consisting of the deans, the college physician, the registrar, the instructors in the two or more subjects in which the license is desired, and the head of the department of education. We consider each candidate in reference to several characteristics which we believe are of importance to one who is to be a teacher. These include most of the points which were suggested by the superintendents and principals. They concern the physical, moral, social, mental, and scholastic fitness of the individual. For these qualities, with the exception of scholarship, we have no very definite standards. Since most of the eight to ten members of the committee are personally acquainted with each candidate, we believe that our collective opinion is fairly reliable. We consider the candidate's sophomore and junior years more carefully than we do his freshman year because the freshman year is quite largely a

period of orientation and adjustment.

Those candidates who meet with the quite general approval of the committee are encouraged to proceed in their preparation. Those who are considered to be seriously deficient are advised or even required to change their plans and prepare for other kinds of work. Some candidates appear to be quite satisfactory in certain respects but not satisfactory in other respects. In a conference with each of these individuals I indicate the deficiencies which must be removed or at least reduced before he can receive a certificate. I try to indicate what he should do in order to remove the deficiencies. In some cases, other members of the faculty take the student in charge and provide the needed guidance.

I could cite several specific cases in which considerable improvement was made as the result of guidance. I shall mention only one. One of our young women, who was a day student, was very crude both personally and socially. In other respects, she was quite satisfactory. Since she appeared to possess good possibilities of development, she was encouraged to spend a semester in the dormitory, where she could make social contacts and receive assistance and guidance. A woman faculty member gave her considerable personal attention and help. By the close of the semester, this student had made so much improvement that she was permitted to complete the requirements and receive a license. She is now teaching in a certain progressive city. I understand that she is making a good record.

Since we have begun to select and

guide our candidates our practice teaching has improved in quality. We do not yet have any definite system for following up our graduates who are teaching; but I believe that our recent graduates, on the average, are doing better work.

Our plan requires the expenditure of much time and effort. I do not claim that it is either scientific or ideal. However, I do claim that it is bringing some worth while results.

### III. WHAT SHOULD BE DONE IN A SYSTEM OF GUIDANCE?

In order that a larger proportion of our graduates may later be rated as successful teachers, it is evident that those who select and train the candidates and those who employ and judge the teachers must have some common understanding as to what constitutes successful teaching. If we college instructors can know exactly what elements are essential in efficient teaching, we shall be more able to select our students and prepare them to become efficient teachers. If superintendents and supervisors can know exactly what elements are essential in efficient teaching, they will be more able to select their teachers and evaluate their work.

If we are to develop any effective scheme for selecting students and guiding them toward true teaching success, several things should be done. Some of them will require considerable thought and effort. I shall briefly indicate five things which appear to be very important. The first four refer largely to what should be done by the training institutions. The fifth refers largely to

what should be done by the public school officials. Detailed suggestions will not be attempted in this paper.

1. We should try to discover what specific qualities are necessary in order that one may be an efficient teacher. Possibly we need to know what qualities are important for various types of teaching. In order to discover these factors in true success, it will be necessary to analyze the work of many truly successful teachers. We must have some means of knowing which teachers are truly successful.

2. We need to know which of these desirable qualities can be safely judged early enough in the students' careers for us to select and guide our candidates. We need to know which of these qualities can be developed during the period of training and during the early teaching experience.

3. We need to work out some valid method of discovering which of our students already possess some of these essential qualities and give promise of further development of them. Prognosis and aptitude tests are on the market, but are we certain that they help us discover the most important qualities?

At the present time, a committee of the Section of Student Advisors of the State Teachers Association is working on these problems. I believe that this committee will be able to report some important findings in the near future.

4. Those students who appear to be good prospects should be selected and guided through appropriate training courses. Possibly our training courses, both academic and professional, may need to be revised. The training courses should be so or-

ganized and so taught as to best develop the essential qualities in the prospective teacher. Certain extra-curricular activities which are important in the development of personality and character should be carefully organized and directed. Possibly some of these extra-curricular activities should be recognized as curricular and be made compulsory.

5. No matter how much we know about the qualities essential to efficient teaching, and no matter how carefully we select and train our candidates, we must not expect our teachers to succeed unless they receive assistance from the school officials. Those who employ teachers and judge their success need to know what constitutes efficient teaching and what constitutes an efficient teacher. They should employ only those candidates who give promise of being efficient. After the candidates are employed, the school officials should be able to judge whether they are doing efficient work. But school officials should do more than merely "hire and fire." They should be able to so direct and so supervise well qualified beginners that most of them will be successful. In some cases, they may need to educate their communities so that the work of the teacher will be appreciated. Superintendents and supervisors should bear some of the responsibility if their teachers prove to be failures.

It is evident that the five steps which I have just now indicated do not include specific or detailed directions. I have tried to indicate merely the general outline. To work out the details will require much time and effort. There must be sympathetic cooperation between the training



school and the public officials. I believe that there are cases where college instructors and school officials have common standards and ideals. In such situations, results are likely

to be very satisfactory. In many cases, however, such sympathetic understanding and cooperation are not yet evident.

## (b) FROM THE CITY SUPERINTENDENT'S VIEWPOINT

WARREN J. YOUNT

*Superintendent of Schools, Greencastle, Indiana*

While we are discussing the general subject of guidance I wish to discuss it in this paper from three distinct angles, yet I may say that there may be necessarily some overlapping. First, I wish to discuss guidance as applied to the prospective teacher during elementary and secondary educational training; second, guidance during training in the normal school or institutions of higher learning; and, third, guidance in the program of training in service.

There are, in round numbers, some 800,000 teachers in the United States and of this number 100,000 are beginning teachers. Of this number 30,000 have achieved minimum standard professional preparation or better; 35,000 of this number of beginners are high school graduates with not more than twelve weeks of summer session work; and 30,000 of them fall below high school graduation in training. While we are aware of the fact that these figures would not be in the same proportion in our mid-west states yet the significance of them cannot be overlooked when considered in a conference of this kind. It is true that Indiana, Illinois, and many central states have comparatively higher standards for beginning teachers, yet the question is always a burning one even in intensity if not in amount.

When we come face to face with the fact that of this 100,000 starters, fifty-five per cent each year fail either in this first year completely or else sow the seeds of failure at this time—and too that this army of failing teachers has a big part in shaping the destinies of almost 2,000,000 children, then it is that we face the problem of changing this situation in any way possible to the end that all concerned may receive their just dues.

The problem of guidance in some form had its inception for study in Boston during the first decade of this century and we have been feeling our way rather cautiously and committing many sins in the name of guidance, as well as indulging in much idle talk and hollow boasting.

However, in the past three or four years we have made marked progress due principally to scientific study and research until we can now speak with some degree of certainty of success that may prove revolutionary. I was much impressed with the unanimity of thought expressed at the guidance section of the recent Detroit meeting of the Department of Superintendence. The two dominant notes coming out of this conference as well as from the best thought of the country on this subject are first, that guidance is not only vocational

but also educational, and second, that it should start in the kindergarten and extend through the university and should be in the nature of wise counseling. Here is where my contention for guidance for prospective school teachers takes root, for I cannot see why we cannot be as solicitous for the welfare of this, the greatest job for humanity outside of parenthood itself, as we may be for any other.

The wise teacher must take on the true aspect of wise counselor. He must guide the child from early youth to react properly in life situations and give him the opportunity of self development that might and must lead to the realization of the master teacher. Much can be done also during the growth of youth to find definitely those aptitudes and leanings that are so necessary in teaching. We must make more intensive use of this knowledge and consequently stress more intensively the development of those qualities of personality and being that must be inherent in those that are to be intrusted with the destiny of our youth. I would not, for one moment, minimize those specific attainments of method, device and technique, because they are absolutely necessary but equally valueless if possessed by the habitual bungler of life impulses when they try to direct them in others.

As one nears the vocational consciousness of life endeavor in the secondary school experience this former training from the guidance standpoint should be capitalized and combined to bring the student face to face with his possibilities in the teaching profession compatible with

his ability and desires. There is a great amount of material available now, such as the study being made by the Institute for Research on Careers, and the contributions of many individuals. The homeroom teacher is the key to this situation and will undoubtedly have this phase of training stressed by the institutions charged with the specific training of the teacher. Here is where the second phase of the discussion of our problem arises.

May we ask, what can the teacher training institution do, more than it is doing, to further this aspect of guidance? Shall the teacher training institution take under its wing all the offspring of those fond parents that would have their social and economic situation bettered by the realization of fond dreams of years come true in the person of Johnny or Sally having a job as teacher of the youth of their community? Or should the institution stand on its rights and train only those students intensively that are susceptible to the principles of guidance?

I am fully convinced after many years of study and experience, both in the making and the proving of teachers, that the training institution must assume a greater responsibility of this threefold guidance problem. This involves the selective aspect as well as the seasoning aspect to the end that this vast army of failures or seemingly misfits can be cut down. You say this would not be democracy in education and that there is no adequate way of determining outcomes. To the former I would say that the horse should go before the cart and that democracy entails freedom coming from the

right of self development properly directed—this is the real teacher's part. To the second I would say that we are constantly gaining possession of reliable tools to adequately determine aptitudes and abilities. Time does not permit of a discussion of this subject here and I think only the mention suffices. The cooperation of teachers and school officials as well as all community leaders involved could be of great service to the training institution, as such, of the prospective teacher. One might argue that the trial and error method is the most efficient method in manning the teaching profession and indeed, it may be true, but, oh how costly!

Fundamentally the basis of guidance is human need. We have only to look around us and see the conditions that confront our friends and ourselves to be convinced that human energy is wasted, lives are mispent, misery and disaster result from lack of direction and from unwise selection of occupation, of recreation, and of educational opportunities.

The guidance problem in the improvement of teachers in service is indeed an important phase of the problem under discussion but has been modified greatly in the past decade. The completion of the two-year elementary course and the four-year secondary course before the employment stage has shifted the responsibility of guidance more to the supervisory part of the system and away from the training institution and yet the student teaching comes in for a great amount of consideration here.

Student teaching is fundamentally

guidance in service because the student teacher as well as the critic teacher benefits from direction and each is preparing a self improvement sheet for future use. I firmly believe that sometime in the future we will work out some means of a closer check up of errors of teachers on trial when they come back to the institutions for further training, and greater help will be administered when our facilities will be greatly improved for adequate guidance.

Speaking from the viewpoint of the superintendent, I am sure that the administrators and supervisors would be only too glad to cooperate with the teacher training institutions in any such manner as might be necessary or expedient to guide in any manner the teachers in service in any program of improvement that would be effective.

To be sure some institutions keep some kind of record of their teachers that are out in the field but I think it is mostly for purposes of securing positions or advancements for them. I believe it would be practical, and I am sure beneficial not only to the two parties involved but also to the third party, which is the community served, to formulate some plan whereby the teacher could either be called in for seminar courses or conference periods where weaknesses of the individual could be analyzed and discussed. In this manner the superintendent or supervising principal could, either by their own presence or by means of checking forms, collaborate with the training institution in a program of guidance that would be of great service to all parties concerned, and thus correct many faults that teachers carry all



the way through their careers because somebody has not taken the time and expended the energy necessary to be of service to them in making them more efficient.

Some will say that this is the task of the administration or the supervision program and I will grant you that a great deal may be done and in many instances is done, but it could be done much more effectively with

all parties cooperating. The problem is one of intensive study rather than a perfunctory pass at handling the situation.

Following the above suggestions I wish to conclude this discussion with the plea that this problem be considered in its true proportions and that something may be done to eliminate the waste and lost motion occasioned by its neglect.

DALE C. BILLMAN

*Superintendent of Schools, Sullivan, Indiana*

I have been asked to discuss Guidance of Prospective Students for Teacher-Training from the viewpoint of the City Superintendent. I graduated from a college that made no attempt to train teachers—yet many of its graduates were entering the teaching profession. I was one of these who attempted to teach school without any professional training as a school teacher. At that time a relatively small percentage of our public school teachers were normal school graduates. It was rather generally conceded that teachers were born not made. A study of the subject without any study of principles or methods of teaching was deemed quite sufficient. In fact these are the exact words from the report of the famous Committee of Fifteen.

However, the more modern thought in education soon emphasized the need for teachers who were "trained to teach" and sent us hurrying back to the university and normal schools to learn how to teach the subject matter we had learned at college.

Many writers on school management attempt to catalog all the virtues required of a teacher. Among

those named and found in most of such lists of attributes are: good health, courtesy, neatness, honesty, self control, sympathy, decision, cheerfulness, patience, enthusiasm, personality, truthfulness, sincerity, common sense, character, and so on indefinitely. It is a formidable list of qualities, but we do not propose to discuss them. The list of qualifications of a good teacher which has been presented by some author, some time, has stayed with me and I think influenced me more than others. I take time to present this analysis to you. He said, "A man having a great aptitude for teaching must (1) have a love for children and a knowledge of their tastes, habits, and capabilities. (2) He must be a man of kind and benevolent disposition. (3) He must be a man of fervid imagination and great enthusiasm, decision, and force of character. (4) He must be a man of respectable general attainments. (5) He must have considerable fluency of speech and powers of illustration and exposition. (6) He must have faith in the effectiveness of instruction as a means of bettering so-

ciety. (7) He must be a man of quick and observing habits, and must be in the constant habit of reflecting and reasoning upon the various methods by which knowledge may be communicated to children."

Summing it all up, all these are characteristics that belong to all good men and women. Of course, one must possess something of these virtues to be a good teacher or to be a good anything.

Granted then, these things to be essential for the success of any teacher, what can the teachers college do to improve the student's chance for success in the profession of teaching? I feel that our normal schools and universities have given too much attention to the theoretical discussion of the attributes which I have listed. Many of our educational courses have impressed some merely as a lot of "education bunk," which cannot be used directly in meeting problems in the classroom. I think the charge has been somewhat just and that we have done too much marking time—too much teaching of theory.

The art of teaching is best acquired (1) by observing good teaching, making lesson plans under guidance, and discussing the plans and work of other teachers; (2) by practice teaching under competent and sympathetic supervision. No amount of theory can ever substitute for the

experience gained by *observing* and *doing* the thing. Of course, it is a necessary requisite that students of teaching be given preliminary training in the principles and methods of teaching, but if we must sacrifice one or the other, let us sacrifice, theory for practice teaching or, at least, observation and practical guidance. Joseph Payne has said, "We can have little hesitation in asserting that the pretensions to be able to teach without even knowing what teaching is, without observing the work of eminent teachers, is an unwarrantable pretension which is so near akin to empiricism and quackery that it is difficult to make the distinction."

One of the most effective methods which I have employed in the improvement of young teachers is to give them the opportunity to observe the teaching procedure of the best teachers in our system. A beginning third grade teacher can profit more by observing the work of an experienced and capable third grade teacher, who is willing to help her in formulating proper procedure, than she can ever learn from a textbook. If this procedure is so influential with the improvement of teachers in service, why should not more of it in the training school be just as effective.

### (c) FROM THE COUNTY SUPERINTENDENT'S VIEWPOINT

FRED J. EVRARD

*Superintendent of Schools, Perry County, Indiana*

I feel that the province of my few remarks this morning is to bring to you of the teacher-training school administrative and faculty personnel a

brief glimpse, at least, of the product of your schools at work in the classroom, as seen by the county superintendent of schools on his scattered

visits to his teachers. I am going to give you one extreme case. I have in mind the case of a young man who is teaching, or at least drawing his salary as a teacher, in a one-room school in my county. He is a graduate of a two-year course offered by one of the teacher-training schools of our state.

On my first trip to this young man's school I arrived at one thirty o'clock on a Friday afternoon and I found the pupils just leaving the grounds on their way home. Of course, I questioned the teacher to find out why school was being dismissed at that time. I found that two of my country high schools that have no inside basketball court were to play a basketball game at three o'clock that afternoon, and the teacher and two of the boys wanted to go to the game.

Since this young man was a beginning teacher, I did not want to be too severe on him, so I checked over his program with him, talked to him a little while, reminded him of the standard that the county was attempting to maintain in the matter of keeping the schools open 158 days during the term, and suggested that it would not be advisable to dismiss for such reasons in the future.

My next opportunity to get back to this school was about a month later. I found the teacher's writing at the board very poorly done. The room was disorderly. Pupils' wraps were hanging in a scattered disorderly array and some were lying on desks. There was considerable paper and litter on the floor. A window pane was out and some of the pupils were sitting in a draught. Books and paper were scattered here and there

on the desks. The pupils moved about the room considerably.

I want to tell you about one recitation in particular that I observed on this visit. This was the recitation of a seventh grade language class of four pupils. They were reciting a lesson on biography writing. The text had given a brief discussion of biography writing and had suggested the names of ten great men—Edison, Marconi, Fields, Bell, and such men—from which the pupils could select for their biographies. This teacher had assigned the biographies of all these men to be written—two of the pupils getting two and the other two getting three to write up for this recitation. The pupils had gone to the World Book and copied parts of these biographies from it and had written them on all kinds of pieces of paper and had brought them to class. On the recitation's being called the teacher had the pupils read what they had written, commented very little on any phases of the work, said nothing about the biographies having been copied, nor about the paper used. When all of the biographies had been read, he assigned the next lesson and dismissed the class. The recitation used up twenty-five minutes of this one-teacher school's time.

At intermission time I asked the teacher what aim he had in mind in conducting the recitation. He studied a little while and said that he wanted the pupils to learn about the lives of these great men. During my brief stay at the school I jotted down from the numerous incorrect expressions used by the teacher, the following: substan'tive for sub'stantive, cheer for chair,

"jist like as if," and "Give it *like* you *was* talking."

About a month later I found an opportunity to get back to this school again. The condition of the room had changed very little. A first grade number class recited during the time I was there. About fifteen minutes were spent in rote counting. On questioning the teacher at intermission, I found that this procedure had been followed every day. This was near the end of the first semester and ten to fifteen minutes of every day had been spent by these little primary pupils in rote counting. After counting they were usually required to write numbers at the board. I may say too that this writing of numbers was poorly done and unsupervised. One little girl made the figure five by beginning at the top and making the whole figure without taking her chalk from the board. A little boy made the figure eight just backwards. And mind you they had been doing this all semester.

In discussing this number class at intermission, I asked the teacher whether or not he had had a course in materials and methods of teaching arithmetic. At first he scarcely remembered, but finally decided that he had had such a course. He did not remember what text had been used or whether he still had the book. On checking the teacher's record later I found that he had had a course in materials and methods and that he had made a "C" grade on the course.

I observed a sixth grade English recitation on this visit, also. It was a lesson on modifiers. The teacher stressed memorization of rules. No effort was made to do any inductive

teaching.

This boy is from a very good rural family in our community. He was practically a straight "B" student in high school, according to the records of the school. However, I think that I am safe in saying that he was dealt with very leniently in the matter of grades in high school. I was superintendent of the county during the last two years of his high school course and I know that the grades of the school ran high. I know too that he was a rather indolent and careless pupil in high school.

His teacher-training record shows four hours of "A," 58 hours of "B," 20 hours of "C," 10 hours of "D," 0 hours of "E" or passing, and no failures in the prepared work of his two-year course.

In materials and methods of teaching arithmetic, as I have said before, he made a "C" grade; in materials and methods of teaching reading he made a "B" grade; and in eight hours of practice teaching he made "B" grades.

The question in my mind is "How can these circumstances be accounted for?" What can account for the fact that this young man could have done satisfactory work in the materials and methods courses, and work above the average in his practice teaching courses, and yet be such a failure in his actual classroom procedure?

This, as I have said before, is an extreme case. However, it is not exactly an isolated case. I have had a few other young teachers come through the first year of the normal courses and do almost as poorly as this young man is doing. Then I have received them varying all the



way from this low level to the excellent teacher who is just as efficient as this young man is inefficient.

Of course, I may be criticized for permitting a person who is going to be such a failure as a teacher to be given a position by the trustee. I shall answer that by these questions. Have I had more opportunity to observe this young man than the teacher-training institution had had? Am I in a better position to determine whether or not he will be successful than is the teacher-training institution? Should I consider more seriously the matter of approving teachers for my schools, than the teacher-training institution does the matter of approving teachers for a license? Should not the teacher-training institution be just as careful in recommending a teacher for a license as a superintendent is in recommending a teacher to teach in his schools?

I wish to submit to you as my belief in the matter of the questions that I have propounded the following statements.

I believe that the teacher-training institution, using the combined judgment of the instructors who have had a prospective teacher in charge during his two to four years of training, has had a better opportunity to determine whether or not such prospective teacher will become a successful teacher than has a superintendent who has only the records of that training course and a personal interview to guide him. I believe further that the responsibility of the teacher-training institution in approving a teacher is just as great as is the responsibility of the superintendent in approving a teacher for a position in his schools.

I do not wish to be understood to be criticising the teacher-training institutions. Our whole system of teacher-training is in its infancy. It is only a few years ago that teachers were permitted to go into the school-room without professional training. It is even fewer years ago that they were permitted to teach with only twelve weeks of training, and it is only a short time indeed that we have been requiring thirty-six and seventy-two weeks of training. May the time be not far distant at which all prospective teachers must spend at least four years in professional training before going into a schoolroom as a regular teacher.

When that time comes the training institutions will have an opportunity to study and guide the prospective teachers. Then it will be possible for them to spend a year or even two years of the prospective teacher's time in giving him a comprehensive view of the world and society as it is; giving special emphasis, probably, to the child's position in this complex society; and the possibility of bettering the social, civic, and economic structure through the proper direction of the child. These two years can serve the purposes that our finding courses do in our high schools. During this time the teacher-training staff can study the prospective teacher and attempt to determine whether or not he is suitable material for the teaching profession.

Some of the things that, in my estimation, should be considered in making this decision are the following: Does the prospective teacher contemplate and study the problems and situations that make up our complex

civilization? Does he have a comprehensive grasp of these problems and situations? Is he interested in solving and molding them to the betterment of our social institutions? Does he have as his main purpose in life "Service to his fellow man." Is he industrious and willing to work? Is he optimistic in his outlook upon the possibilities of our social system? Is he sympathetic with children and their position in this complicated age? Is he eager to get into the teaching profession to help make our schools better in that they may have a great influence in stabilizing and perfecting our civilization? Does he show intelligence and ability in his school work? Is he honest, courageous, and moral?

Those prospective teachers who most nearly measure up on these points during their first two years should be directed and encouraged to go on with their teacher-training program and should be given first consideration in the matter of placement when the course is completed. Those who lack the most in measuring up should be directed away and deterred from continuing the teacher-training program. It should be made difficult if not impossible for them to continue the course, and they should be given little consideration in way of placement if they are permitted to complete the course.

These two years should be made a real test of the prospective teacher's mettle. He should be made to understand that if he is to go on into the regular teacher-training courses, he must show a high grade of scholarship, attitudes, and ideals.

I believe there is a difference in the attitude with which a prospective

student views the medical course and the teacher-training course. For instance, I think that the prospective medical student feels that he is going to have a difficult course of training. He feels that it will call forth his best efforts. In fact, unless he has a great deal of confidence in his ability and is willing to do some hard work during his training period, he will not take up the course. I believe that is not the case with the prospective teacher-training student. He feels that this course is about the easiest course he can take up. He feels that almost anyone can go on through it. In fact, he may want to be a doctor, but feels that he cannot carry the medical course and, consequently, shifts over to the teacher-training course.

To summarize my few remarks and to try to bring before you my purpose in making them I wish to submit the following. I think it will be taken for granted that many of the students graduated from the two-year courses and the four-year courses offered by our teacher-training institutions and recommended by them for licenses are miserable failures as instructors in the school-rooms.

I think that the teacher-training institutions should share the responsibility with the superintendents and employing officials for permitting these persons to enter our school-rooms as instructors, and to presume to become a part of our teaching profession.

I feel that the teacher-training institutions must have the prospective teachers for a longer period of training than they now have to enable them to, in any adequate way, weed

out the undesirable trainees and to enable them to be more certain that the product they turn out and recommend for licenses are, potentially, capable and professional teachers.

I feel that the teacher-training institutions should hold up as high standards of scholarship and higher standards of ideals, integrity, and morals than the institutions for training in any of the other professions. I want a prospective student to consider his ability just as seri-

ously before entering upon a teacher-training course as he does before entering the medical course.

I feel that the teacher-training institutions should consider seriously their responsibility in the matter of recommending trainees for teachers' licenses and should guard against recommending any but efficient and professional minded persons, to the best of their ability, under the present low teacher-training requirement.

**PROBLEM II.—WHAT SHOULD BE THE INSTITUTIONAL POLICIES OF TEACHER-TRAINING INSTITUTIONS AND HOW SHOULD THESE BE MET?**

FOWLER D. BROOKS, *Head, Department of Education and Psychology, DePauw University, Presiding*

**(a) FROM THE PRESIDENT'S VIEWPOINT**

EUGENE FAIR

*President, Northeast Missouri State Teachers College*

Following largely the Ohio plan, it would seem proper to give tests to all students who propose to enter any college in a given state for the first time. These tests would not be given for the purpose of determining whether the student could enter college, (high school graduation should determine that), but for the purpose of giving the student somewhat a picture of his intelligence, achievement, and aptitudes. After seeing this picture he should be permitted to enter the college of his choice. No doubt in many cases the results of the tests will be an encouragement to the student to pursue what he thinks are his bents, and in many other cases the results will act as deterrents. There should ever be a challenge through these tests to do his best, so that he may remain in college. If he cannot measure up,

he will have a legitimate reason for dropping out.

My second plank in a guidance program from the administrators' point of view would be the "Freshman Week" program. This program is becoming more refined and efficient every year. It gives every freshman an opportunity to see the doors which are swinging open before him. In other words, he may, if he wishes, get a bird's-eye view of what the college offers. He meets his fellow freshmen in a group. It seems to me, too, if at all possible, that every faculty member should be involved in this program so that the teaching force will understand the full meaning of the events and with a view that each faculty member will wish to do his part in carrying on the guidance program to follow.

Following this initiation into col-

lege, had I my way, (I have not), the first two years of college work would be devoted to a pretty well set program of studies and conferences, the back-bone of the studies being largely academic. There would be a few testing and finding courses in teaching, considerable observation of the best teaching to be found, mostly with the end in view that the student would determine for himself the field of teaching in which he would work.

To carry out such a plan assumes a faculty much more unified in its ideals and practices than we have at the present time. It means in school education qualifications that each faculty member should not only have a Ph.D. degree in an academic field, but also in education. The faculty should have a quite definite program of guidance. Such a program will involve much study, especially of the students, many conferences, and much experimenting. During the third and fourth years the students should work intensively on their spe-

cialities and the more purely professional subjects.

My fourth plank may be called location. Each college should have a well balanced recommendations committee which is constantly studying the records of all the students to be placed. Furthermore, such a committee should have one or more members who know the "market." Each graduate should be placed to the very best advantage of the community to be served and to the student himself.

In the fifth place, if it is at all physically and financially possible, the college should follow its product especially into the first year's teaching position. In some cases this follow up need go no further perhaps than correspondence. In other cases it will involve visitation and conference and always whatever may be done, there should be the consent and hearty cooperation of the authorities where the graduate is working.

When all is said, however, we are only at the beginning of a real guidance program in the teachers colleges.

## (b) FROM THE INSTRUCTOR'S VIEWPOINT

HARRY N. FITCH

*Head, Department of Education, Ball State Teachers College*

Let us first attempt to analyze the problem by considering this question, what constitutes the guidance program in the teacher-training institutions in which we work? At first thought some of us may say that there is no guidance program in the school in which we work that is definitely organized as such. On second thought, I am sure we shall agree that we may regard the entire program of class and extra-class

activities in which the students engage while at the teacher-training institution as being the guidance program. Clearly the purpose of this program is to guide the students in their growth and development as teachers.

This development, however, is a very complicated process. It involves, on the class activities side, five types of courses; (1) cultural courses; (2) theory courses; (3)



educational psychology courses; (4) teaching materials and methods courses; and (5) student teaching courses. It involves, on the extra-class activities side, the out-of-class life of the students which they lead as a result of being members of the school community. In talking the other day concerning these points, one of my colleagues at Ball State Teachers College said, "It seems to me that the teachers college should (1) set up the objectives or goals which it should accomplish if it is to serve as a teacher-training institution; (2) work out the principles which will guide the planning and carrying out of the program appropriate and necessary if the objectives and goals set up are to be attained; and (3) plan and carry out the program.

"The objectives, on the one hand, should be determined by means of a job analysis of teachers whose teaching is in harmony with the best principles of education which we now know and a study of the personal traits of such teachers. They should be determined on the other hand, by the personal interests, needs, and abilities of the persons presenting themselves at the doors of the teachers college for training."

Waxing a little more eloquent he continued, "Have you ever worked in a teachers college in which the program was worked out this way? Have you ever attended faculty meetings at which these problems were discussed and at which the various faculty members presented the programs which they were trying individually or cooperatively with others to carry out? Have you ever heard the dean of men or the dean of

women discuss their programs with a view to showing how they were trying to cultivate in the students, through extra-class life, the personal traits which the students lacked and which they should have in order to be successful teachers? Do you know of a teachers college faculty which is wholeheartedly and cooperatively studying and making use of such studies as the *Commonwealth Teacher Training Study* and Peik's *Professional Education of High School Teachers* in an effort to establish a guidance program for the development, training, and education of public school teachers?"

Pondering over what he told me, I thought I was beginning to get a conception of the instructor's viewpoint with respect to what the institutional policy for guidance should be. Later, reading an article in *Educational Method* by Ellsworth Collings entitled "The Capacity to Grow as the Primary Qualification of Teachers in Progressive Schools" I found the following:

"In our training school we do not attempt to teach the conventional school subjects as such. Our boys and girls pursue activities. We usually train about 300 teachers each year in this school. They are students, for the most part, who pursue the traditional major and minor work in our university. One such student enrolled in one of our groups of boys and girls pursuing a study of social problems. This particular group of pupils were provided the opportunity to choose under the guidance of their teacher any social problem—county, state, national, or international—they might desire to study. At the time the apprentice

teacher took charge of the class, the group selected a study of 'Why the United States Should Enter the World Court.' After meeting the class, he asked for a conference with our helping teacher (supervisor). He explained that it would be impossible for him to take charge of the group of boys and girls. He pointed out that he knew nothing about the World Court and that he had his master's degree in history. He emphasized that he was fully prepared to teach a course in American or European history. The helping teacher endeavored to explain that, in a study of such problems as the pupils had selected, they would have need to study considerable history, sociology, economics, geography, and political science, but that material from these subjects would be selected by the pupils under the guidance of the teacher only as it contributed to a genuine solution of their problem. To make a long story short, the apprentice teacher agreed to meet the class again, but on the following day he presented to our department a withdrawal card from this course."

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<sup>1</sup>Ellsworth Collings, "The Capacity to Grow as the Primary Qualification of Teachers in Progressive Schools," *Educational Method*, January, 1930, p. 198.

### (c) FROM THE CITY SUPERINTENDENT'S VIEWPOINT

OTIS KEELER

*Superintendent of Schools, Marshall, Illinois*

If education is to continue to receive adequate moral, popular, and financial support, two things are certain: first, the gap between the professional leaders in education and the laymen must be kept small; and second, blind faith in education, ed-

Pondering over what I had read, I thought that I had a conception, from the instructor's point of view, of what the institutional policy of the guidance program of prospective teachers should be. This conception, as it appears to me is as follows: The teachers college faculty should wholeheartedly and cooperatively (1) set up the institutional goals and objectives which are based, on the one hand, upon job-analyses of the best teachers of boys and girls and upon results of studies of personal traits of these same teachers, and, on the other hand, upon the personal interest, need, and abilities of the students presenting themselves at the institution to be trained as teachers; (2) work out the principles which should guide the planning and carrying out of a program appropriate and necessary if the goals and objectives are to be attained; and (3) plan and carry out the program which will be in harmony with these principles.

ucational institutions, and methods must be replaced by an intelligent understanding by the public of what we are attempting to do.

What the country is most in need of today is someone to bridge the gap between the thinking of the investi-

gator and that of the practitioner. Glenn Frank in a recent address has said that "We have an ample supply of *investigators*; what we need is *interpreters*." Also, "rarely does the genius for exploration and the genius for exposition meet in the same mind."

In a certain high school of Illinois, one parent, after receiving several written detailed reports concerning his boy who was attending high school, writes (note *writes*, not *speaks*) to the principal as follows: "What do you mean by such expressions as, I. Q., achievement age, diagnostic test, standardized test, et cetera?" No doubt but that this principal was laboring under the impression that he was rendering a great service to parents of that community by sending home certain information about high school, but he was certainly missing the mark. Most teachers and school executives discuss school problems with parents in the language of the college of education classroom instead of that of the general public.

Teachers have been so busy working with children that they have forgotten to work with adults. There is an increasing tendency for the general public to look more and more to the teachers of the schools for leadership in the solution of many of their social problems. One has but to see the demands being made upon the schools by community organizations to see this tendency. Communities need leadership.

One principal of a high school was recently asked if he had a parent-teacher association in his school. His reply was, "No, and so long as I am head of this school there will be none.

I propose to run my school myself." Of course no one claims perfection for this splendid organization of parents and teachers, and many such organizations have died a natural death, but this has been due in very large part to a failure on their part to live up to their motto of "co-operation but not interference with school authorities."

The great trouble with most of us as teachers is that we are concerned more with *instruction* than with *education*. We are unwilling to merge our work with that of the home, the church, and the community. Education is not just a matter of school training. Every child is "being educated"—getting impressions, using ideals, reaching conclusions, fixing habits, organizing his modes of behavior—four hours out of school for every hour spent in school. How then can we as teachers, if we be interested in seeing the child *educated*, neglect his outside of school hours. The teacher must know the child, not only as a *school child* but as a member of the home and community. We must put the education of the whole child above subject matter and its teaching.

One needs but to glance through the headings for some of the discussions in the recent Detroit meeting of the Department of Superintendence to see the great interest now being manifest in this parent-teacher-community relationship. "Vitalizing Commencement," "Informing the Public," "School as a Social Agency," "Effective Cooperation," "Correlating Home and School," and "Parent-Teacher Help," are a few of these topics which were discussed at that meeting.

Various social agencies are working with and for school children. Therefore the schools should recognize this partnership relation for the child's all-around education. All forces are working toward the same end, viz., to make of each child a good citizen. One would be a poor teacher indeed who would not seize upon such an opportunity for co-partnership in the development of childhood.

What better publicity could a school possibly have than to keep in touch with the key-people of the community? Where will you have a better opportunity to meet and know such key-people than in the various social groups? Any teacher's work will become increasingly effective as he merits the badge of worthy community membership. The "joiner" has often been ridiculed in educational literature. If he be a "joiner" only for the sake of such he should be ridiculed. However, if a teacher be a member of the library board, the Y. M. C. A. board, the community chest fund board, et cetera, in order to lend his assistance in this way to the general uplift of the community, then he should be praised for such "joining" rather than censured. His motto in joining should be, "not what I can get from this organization, but what I can add to it."

We must have the confidence and support of the public. No school will be able to advance beyond the heights to which the public is willing to go with it. We as teachers have some lessons to learn from business. Industry and business have long since learned that it is to their advantage to have pleasant relationships with the public. Telephone companies are spending thousands of dollars train-

ing their employees how to be courteous. Department stores conduct classes among their employees on how to deal with the public. "The public is always right" is their motto.

In personal life it is a commonplace that you cannot hate a person whom you really know. No section of the public can really oppose a school system about which it is fully informed. As an organization which, through the teachers and pupils can touch nearly every home in the community with twenty-four hours, it (the school) is almost without equal as a means of disseminating facts. However, the right kind of publicity should be given. Teachers should be careful of *propaganda*. The only policy should be all facts organized and interpreted, and not a cover-up partial-fact policy. The public, as owner of this vast educational enterprise, is entitled to complete information about the schools.

The above paragraphs describe in a more or less general way the conditions as they now exist. Many teachers are woefully weak in this particular phase of their training. They are poor interpreters. Wherein is the cause? Wherein is the remedy? Is it the fault of the institutional training, inherent qualities of the individual, or the in-service training of teachers? Perhaps all of these and some others.

Since we are here to discuss institutional policies, it might be well to consider one or two places where improvement might be made. Superintendent Gosling of Akron, Ohio, says, "No professional course has been able to supply the qualifications required for dealing with the manifold



problems of human relationships. These qualities are either inherent in the individual, or they are acquired by experience." I believe that since the great majority of our beginning teachers go into rural communities to teach, that they should take at least one course in rural life and education. Also it seems to me that since every teacher will meet with certain administrative problems, almost daily, that each teacher should include in his or her course some work in administration. It will also give to them a much broader concept of the work of the adminis-

trator. Every teacher should have a definite philosophy of education, its aims and purposes. He should have a broad enough training to see that each unit of a school system is comparable to a link in a chain. It is important to the whole, and its importance must not be discounted.

Teachers who are willing to be satisfied with merely going out and "keeping school" along traditional and conventional lines are due to an awakening. The new conditions and new problems that are confronting us call for new leadership.

JOHN R. MOSS

*Superintendent of Schools, Paris, Illinois*

"The school of a democracy should offer to each pupil those unique opportunities of acquiring skills, for practice in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. This ideal requires that we adjust our standards to the abilities of our pupils. Every pupil in the ideal school system is judged by the best which he can do and not by the median performance of a non-selected group. In order to adjust our schools to the needs of individual boys and girls, our curricula and courses of study must be markedly different for groups of children who vary in ability."—George D. Strayer.

The above statements embody the principles underlying modern curriculum construction and classroom procedure. They tell the reason why education should be individual but they do not tell how or what technique to use in carrying out the application. Teacher-training institu-

tions render a very important service to the prospective instructor by emphasizing the art as well as the science of individual instruction. Many of our teachers, both experienced and inexperienced, know why but not how. The city superintendent's problem is one of application of principle. His problems are the problems of the teacher-training institutions.

Any guidance or adjustment program adopted in a public school system should be based upon individual objective data. The case study plan is by far the most reliable and effective. The teacher-training institutions should emphasize the methods used in the collection, correlation, and application of such data.

In order to demonstrate the case study plan as used in the Paris Public Schools, four actual case studies are reproduced and included for consideration. These cases are taken from 200 studies of eighth grade

graduates who were confronted with the problem of what course to pursue in the high school. The data were collected in April, 1930. The Detroit Alpha intelligence tests and the New Stanford achievement tests were used in collecting the information included in each individual case study. A printed card, which when folded occupies a 3" x 5" file, is used to record the findings. On the reverse side is a space for recording the recommendations of the guidance director or the homeroom teacher. The recorded information is very valuable in advising the student as he progresses from year to year in the high school. The classroom teachers may refer to it in solving the individual problems of the students.

The following advantages of the

case study plan have been observed in the Paris Public Schools:

1. The individuality of the student has been realized and an attempt has been made to adjust the course of study and the classroom work to his particular needs.
2. Weak points in the instructional program have been detected and remedied.
3. Failure in the high school has been reduced resulting in the elimination of repeating classes.
4. In some subjects a greater amount of work has been accomplished.

EDITOR'S NOTE: The case studies given below are reproductions of mimeographed material distributed by Mr. Moss.

### CASE I

Name \_\_\_\_\_ Sex *female* Color *white* Date of Birth *1916-5-1*  
 Address \_\_\_\_\_ Telephone No. *none* Father's Name *dead* Your Height *63 1/4"*  
 Weight *93* No. of brothers and sisters *2* No. younger *1* School: Grade *8A* Home room  
*16* Entrance grade in system *1st year* In this school *7th year* Grades skipped *none*  
 Grades repeated *none* Home: Your father's occupation \_\_\_\_\_ Days per  
 week your mother works away from home *none* Number of brothers and sisters work-  
 ing *1* Hours per week demanded for outside work or private lessons *none* Is there a  
 room in your home where you can study alone? *Yes* What musical instruments do you  
 have in your home? *none* What language is spoken in your home? *English* What do  
 your parents want you to do when you leave school? *Teacher* Interests: How many  
 years do you expect to remain in school *4* Do you expect to go to college? \_\_\_\_\_  
 Where? \_\_\_\_\_ What occupation do you expect to follow? *Teaching* Why? *I like*  
*it* How many hours per week do you spend in the public library? *none* Hours per week  
 in movies *None* What kind of school work do you like best? *Reading, Arithmetic* What  
 private lessons do you take? \_\_\_\_\_ How do you spend your spare time? Give  
 out-of-school activities and hours per week \_\_\_\_\_

Place an asterisk (\*) by each item in which this pupil is one of the best 5 in his class; place two asterisks (\*\*) by each item in which this pupil is one of the poorest 5 in his class. Indicate scholarship in blanks:

- |                          |                           |                |
|--------------------------|---------------------------|----------------|
| 1. General Ability       | 6. Reading                | 11. History    |
| 2. Mechanical Ability    | 7. Nature Study & Science | 12. Literature |
| 3. Attitude toward Work* | 8. Language Usage**       | 13. Spelling   |
| 4. Health                | 9. Freehand Drawing       | 14. Music*     |
| 5. Leadership            | 10. Arithmetic*           | 15. Shop Work  |

				Grade or	6	7	8	9	10	
				Age Equiv-						
Variation from Normal Weight-----%				alents-----						
I.Q. 127	E.Q. 125	Average 126	Scores	Yrs. Mos.	11	12	13	14	15	16
Chronological Age . . . . .				13-10	-----	-----	-----	-----	-----	-----
Height . . . . .				-----	-----	-----	-----	-----	-----	-----
Mental Test: N.I.T. . P.R.S. . . . .				-----	-----	-----	-----	-----	-----	-----
Achievement, Average . . . . .				15-11	-----	-----	-----	-----	-----	x
1. Reading . . P. . . . .				110	17-0	-----	-----	-----	-----	-----
2. Reading . . Wm. . . . .				103	16-0	-----	-----	-----	-----	x
3. Reading . . D. . . . .				97	15-2	-----	-----	-----	x	-----
4. Arithmetic Computation . . . . .				99	15-6	-----	-----	-----	-----	x
5. Arithmetic Reasoning . . . . .				110	17-0	-----	-----	-----	-----	-----
6. Nature Study and Science . . . . .				97	15-2	-----	-----	-----	x	-----
7. History . & . C. . . . .				96	15-0	-----	-----	-----	x	-----
8. Literature . . . . .				99	15-6	-----	-----	-----	-----	x
9. Language Usage . . . . .				99	15-6	-----	-----	-----	-----	x
10. Spelling . . . . .				-----	-----	-----	-----	-----	-----	-----
11. . . . .				-----	-----	-----	-----	-----	-----	-----
12. . . . .				-----	-----	-----	-----	-----	-----	-----
13. . . . .				-----	-----	-----	-----	-----	-----	-----
14. . . . .				-----	-----	-----	-----	-----	-----	-----
15. . . . .				-----	-----	-----	-----	-----	-----	-----

Broken line represents Pupil's Record. Vertical line represents grade standard. Period between yrs. and mos. represents grade score; dash, age score.

Recommendations of Guidance Committee:  
Freshman Year

	Hour	Room	Days	Marks	Teacher
1. English . . . . .					
2. General Science . . . . .					
3. Algebra . . . . .					
4. Stenography . . . . .					
5. . . . .					

CASE II

Name----- Sex *Female* Color *White* Date of Birth *1914-9-26*  
 Address----- Telephone No.----- Father's Name-----  
 Your Height *61½"* Weight *110* No. of brothers and sisters *1* No. younger *None*  
 School: Grade *8* Home room *8C* Entrance grade in system *1st* In this school *7th*  
 Grades skipped *sixth* Grades repeated *5-7th* Home: Your father's occupation *Rail-*  
*roadrer* Days per week your mother works away from home *none* Number of brothers  
 and sisters working *none* Is there a room in your home where you can study alone?  
*Yes* What musical instruments do you have in your home? *Victrola* What language  
 is spoken in your home? *English* What do your parents want you to do when you  
 leave school? *Work* Interests: How many years do you expect to remain in school? *4*  
 Do you expect to go to college? *No* Where?----- What occupation do you  
 expect to follow? *Nursing* Why? *Desire to* How many hours per week do you spend  
 in the public library? *None* Hours per week in movies *2* What kind of school work do  
 you like best? *Grammar* What private lessons do you take? *None* How do you spend  
 your spare time? Give out-of-school activities and hours per week *None. Working at*  
*home.*

Place one asterisk (\*) by each item in which this pupil is one of the best 5 in his class; place two asterisks (\*\*) by each item in which this pupil is one of the poorest 5 in his class. Indicate scholarship in blanks:

- |                          |                           |                |
|--------------------------|---------------------------|----------------|
| 1. General Ability       | 6. Reading*               | 11. History**  |
| 2. Mechanical Ability    | 7. Nature Study & Science | 12. Literature |
| 3. Attitude toward Work* | 8. Language Usage         | 13. Spelling   |
| 4. Health                | 9. Freehand Drawing*      | 14. Music      |
| 5. Leadership            | 10. Arithmetic            | 15. Shop Work  |

Variation from Normal Weight----		Age Equiv-								
I.Q. 87 E.Q. 79 Average 83		alents								
		Scores	Yrs. Mos.	11	12	13	14	15	16	
Chronological Age . . . . .		15-7	12-4	.....	x	.....	.....	.....	.....	.....
Height . . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....
Mental Test: N.I.T. . P.R.S. . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....
Achievement, Average . . . . .		79	12-4	.....	x	.....	.....	.....	.....	.....
1. Reading . . . P. . . . .		87	13-5	.....	.....	x	.....	.....	.....	.....
2. Reading . . . Wm. . . . .		73	11-9	. x	.....	.....	.....	.....	.....	.....
3. Reading . . . D. . . . .		81	12-7	.....	x	.....	.....	.....	.....	.....
4. Arithmetic Computation . . . . .		74	11-10	. x	.....	.....	.....	.....	.....	.....
5. Arithmetic Reasoning . . . . .		81	12-7	.....	x	.....	.....	.....	.....	.....
6. Nature Study and Science P&H		94	14-8	.....	.....	.....	x	.....	.....	.....
7. History . & . C. . . . .		79	12-4	.....	x	.....	.....	.....	.....	.....
8. Literature . . . . .		67	11-3	. x	.....	.....	.....	.....	.....	.....
9. Language Usage . . . . .		83	12-10	.....	x	.....	.....	.....	.....	.....
10. Geography . . . . .		74	11-10	. x	.....	.....	.....	.....	.....	.....
11. . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....
12. . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....
13. . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....
14. . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....
15. . . . .		.....	.....	.....	.....	.....	.....	.....	.....	.....

Broken line represents Pupil's Record. Vertical line represents grade standard. Period between yrs. and mos. represents grade score; dash, age score.

Recommendations of Guidance Committee:

Freshman Year

	Hours	Room	Days	Marks	Teacher
1. English					
2. General Science					
3. Foods					
4. Junior Business Training					
5. . . . .					

### CASE III

Name----- Sex *Male* Color *White* Date of Birth *1916-4-30*  
 Address----- Telephone No.----- Father's Name-----  
 Your Height *61½"* Weight *99* No. of brothers and sisters *1* No. younger *None*  
 School: Grade *8A* Home room *16* Entrance grade in system *8th yr.* In this School  
*7th yr.* Grades skipped *None* Grade repeated *None* Home: Your father's occupation  
*Treasurer* Days per week your mother works away from home *None* Number of  
 brothers and sisters working *None* Hours per week demanded for outside work or  
 private lessons *1* Is there a room in your home where you can study alone? *Yes* What



musical instruments do you have in your home? *Piano, victrola, bugle, drum, banjo.* What language is spoken in your home? *English* What do your parents want you to do when you leave school? *Lawyer* Interests: How many years do you expect to remain in school? *8* Do you expect to go to college? *Yes* Where? *Don't know* What occupation do you expect to follow? *Law* Why?----- How many hours per week do you spend in the public library? *None* Hours per week in movies *6* What kind of school work do you like best? *Reading—art* What private lessons do you take? *Drum* How do you spend your spare time? Give out-of-school activities and hours per week *Reading, scout work*

Place an asterisk (\*) by each item in which this pupil is one of the best 5 in his class; place two asterisks (\*\*) by each item in which this pupil is one of the poorest 5 in his class. Indicate scholarship in blanks:

- |                         |                           |                |
|-------------------------|---------------------------|----------------|
| 1. General Ability*     | 6. Reading                | 11. History    |
| 2. Mechanical Ability   | 7. Nature Study & Science | 12. Literature |
| 3. Attitude toward Work | 8. Language Usage*        | 13. Spelling   |
| 4. Health               | 9. Freehand Drawing       | 14. Music      |
| 5. Leadership*          | 10. Arithmetic            | 15. Shop Work  |

Variation from Normal Weight...%				Age Equiv- alents								
I.Q. 126	E.Q. 125	Average 125.5	Scores	Yr. Mos.		11	12	13	14	15	16	
Chronological Age . . . . .				13-11	17-6	-----		x	-----			
Height . . . . .				-----	-----	-----		x	-----			
Mental Test: N.I.T. . . P.R.S. . . .				-----	-----	-----		x	-----			
Achievement, Average . . . . .				113-2	17-6	-----		x	-----			
1. Reading . . . P. . . . .				113	17-6	-----		x	-----			
2. Reading . . . Wm. . . . .				114	17-8	-----		x	-----			
3. Reading . . . D. . . . .				100	15-8	-----		x	-----			
4. Arithmetic Computation . . . . .				113	17-6	-----		x	-----			
5. Arithmetic Reasoning . . . . .				110	17-0	-----		x	-----			
6. P. H. . . . .				127	19-2	-----		x	-----			
7. History . . & . C. . . . .				119	18-11	-----		x	-----			
8. Literature . . . . .				107	16-6	-----		x	-----			
9. Language Usage . . . . .				111	17-2	-----		x	-----			
10. Geography . . . . .				128	19-2	-----		x	-----			
11. . . . .				-----	-----	-----			-----			
12. . . . .				-----	-----	-----			-----			
13. . . . .				-----	-----	-----			-----			
14. . . . .				-----	-----	-----			-----			
15. . . . .				-----	-----	-----			-----			

No graph.

Broken line represents Pupil's Record. Vertical line represents grade standard. Period between yrs. and mos. represents grade score; dash, age score.

Recommendations of Guidance Committee:

	Hour	Room	Days	Marks	Teacher
1. English	1	20	5		
2. Algebra	3	22	5		
3. General Science	4	10	5		
4. Latin	7	5	5		
5. . . . .					

## CASE IV

Name..... Sex *Male* Color *White* Date of Birth *12-15-1913*  
 Address..... Telephone No..... Father's Name.....  
 Your Height *65"* Weight *120* No. of brothers and sisters *2* No. younger *None* School:  
 Grade *8D* Home room *19* Entrance grade in system *8th* In this school *8th* Grades  
 skipped *None* Grades repeated *3* Home: Your father's occupation *Veterinarian* Days  
 per week your mother works away from home *None* Number of brothers and sisters  
 working *2* Hours per week demanded for outside work or private lessons *4* Is there  
 a room in your home where you can study alone? *Yes* What musical instruments do you  
 have in your home? *Victrola* What language is spoken in your home? *English* What  
 do your parents want you to do when you leave school? *Doctor* Interests: How many  
 years do you expect to remain in school? *Long as I can* Do you expect to go to col-  
 lege? *No* Where..... What occupation do you expect to follow? *Doctor*  
 Why? *Because the family wants me to* How many hours per week do you spend in the  
 public library? *None* Hours per week in movies *Twice a month* What kind of school  
 work do you like best? *Spelling* What private lessons do you take? *None* How do you  
 spend your spare time? Give out-of-school activities and hours per week *None Playing.*

Place an asterisk (\*) by each item in which this pupil one of the best 5 in his class;  
 place two asterisks (\*\*) by each item in which this pupil is one of the poorest 5 in his  
 class. Indicate scholarship in blanks:

- |                         |                           |                |
|-------------------------|---------------------------|----------------|
| 1. General Ability**    | 6. Reading                | 11. History**  |
| 2. Mechanical Ability   | 7. Nature Study & Science | 12. Literature |
| 3. Attitude toward Work | 8. Language Usage**       | 13. Spelling** |
| 4. Health               | 9. Freehand Drawing**     | 14. Music      |
| 5. Leadership           | 10. Arithmetic**          | 15. Shop Work  |

Variation from Normal Weight--%			Age Equiv-		alents						
I.Q. 65	E.Q. 70	Average 67.5	Scores	Yrs. Mos.	9	10	11	12	13	14	
Chronological Age . . . . .			16	11-3			x				
Height . . . . .											
Mental Test: N.I.T. . . P.R.S. . .											
Achievement, Average . . . . .			66-9	11-3			x				
1. Reading . . P. . . . .			65	11-1			x				
2. Reading . . Wm. . . . .			61	10-9		x					
3. Reading . . D. . . . .			77	12-2				x			
4. Arithmetic Computation . . . . .			38	9-1	x						
5. Arithmetic Reasoning . . . . .			65	11-1			x				
6. R. H. . . . .			82	12-8				x			
7. History . . & . C. . . . .			58	10-6		x					
8. Literature . . . . .			91	14-1						x	
9. Language Usage . . . . .			60	10-8		x					
10. Geography . . . . .			72	11-7			x				
11. . . . .											
12. . . . .											
13. . . . .											
14. . . . .											
15. . . . .											

Broken line represents Pupil's Record. Vertical line represents grade standard.  
 Period between yrs. and mos. represents grade score; dash, age score.

Recommendations of Guidance Committee:

	Hour	Room	Days	Marks	Teacher
1. English. . . . .					
2. General Science . . . .					
3. Junior Business Training					
4. Manual Training . . .					
5. . . . .					

PARIS PUBLIC SCHOOLS

PARIS, ILLINOIS

1931

Dear Patron:

Your \_\_\_\_\_ will soon complete the work of the eighth grade of the Paris Public Schools. In these days of keen competition no doubt you will expect \_\_\_\_\_ to continue in school and take advantage of the excellent four year high school course which the public offers without charge.

After considering \_\_\_\_\_ class standing and interests the guidance committee has recommended the following course of study in the high school for the coming semester, subject to your consideration:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

If these subjects meet with your approval please sign below.

\_\_\_\_\_  
Signature of Parent.

If you prefer that he take a different course than that listed above please make your suggestions here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This report must be returned to the home room teacher by

1931.

\_\_\_\_\_  
Home Room Teacher.

\_\_\_\_\_  
Student's Name.

## CASE IV

Name..... Sex *Male* Color *White* Date of Birth *12-15-1913*  
 Address..... Telephone No..... Father's Name.....  
 Your Height *65"* Weight *120* No. of brothers and sisters *2* No. younger *None* School:  
 Grade *8D* Home room *19* Entrance grade in system *8th* In this school *8th* Grades  
 skipped *None* Grades repeated *3* Home: Your father's occupation *Veterinarian* Days  
 per week your mother works away from home *None* Number of brothers and sisters  
 working *2* Hours per week demanded for outside work or private lessons *4* Is there  
 a room in your home where you can study alone? *Yes* What musical instruments do you  
 have in your home? *Victrola* What language is spoken in your home? *English* What  
 do your parents want you to do when you leave school? *Doctor* Interests: How many  
 years do you expect to remain in school? *Long as I can* Do you expect to go to col-  
 lege? *No* Where..... What occupation do you expect to follow? *Doctor*  
 Why? *Because the family wants me to* How many hours per week do you spend in the  
 public library? *None* Hours per week in movies *Twice a month* What kind of school  
 work do you like best? *Spelling* What private lessons do you take? *None* How do you  
 spend your spare time? Give out-of-school activities and hours per week *None Playing.*

Place an asterisk (\*) by each item in which this pupil one of the best 5 in his class;  
 place two asterisks (\*\*) by each item in which this pupil is one of the poorest 5 in his  
 class. Indicate scholarship in blanks:

- |                         |                           |                |
|-------------------------|---------------------------|----------------|
| 1. General Ability**    | 6. Reading                | 11. History**  |
| 2. Mechanical Ability   | 7. Nature Study & Science | 12. Literature |
| 3. Attitude toward Work | 8. Language Usage**       | 13. Spelling** |
| 4. Health               | 9. Freehand Drawing**     | 14. Music      |
| 5. Leadership           | 10. Arithmetic**          | 15. Shop Work  |

Variation from Normal Weight--%				Age Equiv- alents							
I.Q. 65	E.Q. 70	Average 67.5	Scores	Yrs.	Mos.	9	10	11	12	13	14
Chronological Age . . . . .			16	11-3				x			
Height . . . . .											
Mental Test: N.I.T. . . . .		P.R.S. . . . .									
Achievement, Average . . . . .			66-9	11-3				x			
1. Reading . . . P. . . . .			65	11-1				x			
2. Reading . . . Wm. . . . .			61	10-9			x				
3. Reading . . . D. . . . .			77	12-2					x		
4. Arithmetic Computation . . . . .			38	9-1		x					
5. Arithmetic Reasoning . . . . .			65	11-1				x			
6. R. H. . . . .			82	12-8					x		
7. History . . . & . C. . . . .			58	10-6			x				
8. Literature . . . . .			91	14-1							x
9. Language Usage . . . . .			60	10-8			x				
10. Geography . . . . .			72	11-7				x			
11. . . . .											
12. . . . .											
13. . . . .											
14. . . . .											
15. . . . .											

Broken line represents Pupil's Record. Vertical line represents grade standard.  
 Period between yrs. and mos. represents grade score; dash, age score.



Recommendations of Guidance Committee:

	Hour	Room	Days	Marks	Teacher
1. English. . . . .					
2. General Science . . . .					
3. Junior Business Training					
4. Manual Training . . . .					
5. . . . .					

PARIS PUBLIC SCHOOLS

PARIS, ILLINOIS

1931

Dear Patron:

Your \_\_\_\_\_ will soon complete the work of the eighth grade of the Paris Public Schools. In these days of keen competition no doubt you will expect \_\_\_\_\_ to continue in school and take advantage of the excellent four year high school course which the public offers without charge.

After considering \_\_\_\_\_ class standing and interests the guidance committee has recommended the following course of study in the high school for the coming semester, subject to your consideration:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

If these subjects meet with your approval please sign below.

\_\_\_\_\_  
Signature of Parent.

If you prefer that he take a different course than that listed above please make your suggestions here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This report must be returned to the home room teacher by

1931.

\_\_\_\_\_  
Home Room Teacher.

\_\_\_\_\_  
Student's Name.

## FRIDAY AFTERNOON PROGRAM

*College Hall***PROBLEM III.—WHAT ARE THE PUBLIC RELATIONS PROBLEMS OF TEACHER-TRAINING INSTITUTIONS AND HOW SHOULD THESE BE MET?**

GEORGE C. CARROLL, *Superintendent of Schools, Terre Haute, Indiana,*  
*Presiding*

**(a) FROM THE ADMINISTRATOR'S VIEWPOINT**

PAUL V. SANGREN

*Director of Research, Western State Teachers College, (Michigan)*

The time has long since past when the public relations program of the teachers college can be neglected. The advances in communication and transportation alone have had their marked influence upon the demand for a well organized program of public relations for the teacher-training institution as well as for the public school. When the teachers college as an institution served a decidedly local area, prepared teachers for a very limited range of position, and when its enrollment was small, its public relations were meager. Now that the teachers college has come to be an institution of considerable size, serving a very considerable area, preparing teachers for a large variety of positions, and competing with other teacher-training institutions not definitely established as such it is compelled to have a program of public relations which will assure a progressive development. There are those who still feel that colleges in general and teachers colleges in particular should concern themselves only with the academic problems of instruction and should neglect any organized attempt to build up a relationship outside this narrow aca-

demic circle. Such an institution in this day and age is certain to limit its usefulness and eventually to become listed among the unprogressive institutions which do not move with the demands of the modern day. An adequate program of public relations seems to be absolutely essential to the proper development and administration of the modern teachers college.

This program of public relations should concern itself with the accomplishment of the following purposes: *the improvement of the quality of the product, the recruiting and selection of a superior grade of students, the establishment of a high grade academic standing, and the securing of adequate financial support.* Any program of public relations must be justified in terms of the extent to which it serves these or similar worthy purposes. That the quality of the teachers college product can be improved there is little doubt. The criticisms which are placed against the teachers college product by school administrators and supervisors in the public school field show that there are decided possibilities for the improvement of teachers through a bet-

ter academic foundation, a more thorough development of personality, a more practical apprenticeship, and a greater power of adjustment to responsibilities of the school position. That the teachers college can afford to attract and retain better students is evidenced by the fact that testing programs indicate that, as a whole, the teachers colleges are not attracting the students of highest mentality and potential leadership. That the teachers colleges can afford to establish higher grade academic standing is evidenced by the fact that not until recently have some of the better of them from the midwest been accepted for membership in the North Central Association of Secondary Schools and Colleges. The scholastic output of teachers college faculties does not compare favorably with what is done by the university and the better liberal arts college faculties. That the teachers colleges do not receive adequate financial support, at the present time, is evidenced by the fact that the per capita appropriations in other state colleges and universities is usually two or three times as great as that for the teachers colleges. If a program of public relations assists in rectifying any of these conditions it will be amply justified. On the other hand, if it does not serve any of these purposes, it is doubtful if the existing public relations program is adequate.

Every collegiate institution has certain relationships between itself and its alumni. The question is: Are these relationships such as to contribute in any way to the purposes which have been previously stated? The alumni of the institution give more evidence of what the

institution accomplishes, have more influence upon the financial support of the institution than any other group of individuals. The mere employment of an alumni secretary will not meet the purposes of the institution. It is my personal opinion that teachers colleges have overlooked one of their greatest possibilities for service in neglecting to follow up the graduating student. The tendency to give the student a certificate and forget him is to commit a serious blunder in the establishment of adequate relations between the public and the institution. The teachers college has no right to wash its hands of all responsibility for the success of the student as soon as he has been graduated with a certificate for teaching. It seems to me absolutely essential that a means be provided whereby the teachers college will have a limited number of its faculty members engaged in visiting the graduate, the supervisor under whom the graduate teaches, and the superintendent in whose school system the graduate is employed for the purposes of determining the problems met by the graduate and the shortcomings and successes of the graduate as determined by the supervisor and administrator. An alternative for this plan would be to have individuals in the state department of education responsible for this activity for all institutions. It seems to me that such a program would have a good deal of influence upon the improvement of the teachers college product through the changes in the practices and policies of individual instructors and of the faculty as a whole. Small groups of alumni should frequently return to the campus for two or three

day conferences with members of the faculty for the purposes of discussing their problems and obtaining the more recent knowledge with regard to changing practices and philosophies of education.

The teachers college, has, of course, a very direct relationship with the public schools, a relationship which is often poorly cultivated so far as organization is concerned. The public schools must absorb practically all of the teachers college product, yet after leaving the public school work, ninety to ninety-five per cent of the teachers college faculty never visit nor confer with its administrators, supervisors, and teachers for the purposes of determining their practices or problems. Very few of the teachers college faculty attempt to do experimentation or to be of any direct service in a consultant or advisory capacity to the public schools. It seems to me that here again an adequate program of public relations will justify frequent visitation on the part of the teachers college faculty, a very considerable amount of experimentation in the public schools directed by the teachers college faculty, a great deal of consultant and advisory work in the public schools, and a number of conferences between the teachers college faculty and the public school people all down the line from the public school administrator and supervisor to the teacher of various subjects in various grades.

Every teachers college has certain relationships which must be established and maintained between itself and other teachers colleges, liberal arts colleges, and universities. These relationships must be maintained for the purposes of establishing the in-

stitution's general standing in academic circles, to assure that it will have the benefits of the experiences of institutions engaged in a similar sort of education, and to stimulate its own faculty and administration to the inauguration of policies and practices which are progressive and up to date. This relationship is best established through conferences such as the one which is being held here at the present time. It is not only the privilege of teachers colleges but their certain duty to have their members participate freely in conferences of this sort. Beyond this it seems to me that the teachers colleges are overlooking another great possibility in neglecting to provide for annual conferences of the teacher-training institutions of their own state. Such state conferences should establish the proper coordination between the various teacher-training activities to meet the best interests of the state as a whole. Such a relationship existing between teachers colleges of a given state not only makes a more adequate teacher-training program likely, but builds up the possibility of a cooperation in the progressive development and financing of these institutions which is not possible under some of the present "every man for himself" plans.

There is apt to be a tendency for the teachers college to prepare its teachers and retain an academic aloofness from the teacher-hiring agencies with the hope that when the proper time comes these agencies will seek out the appointment committee for the purpose of securing teachers. That this has not always been the case has been the sad experience of a number of teachers college ap-



pointment committees in the last few years. Here again it seems to me that the teachers colleges have in many instances failed to establish the sort of relationship which will make possible and perhaps assure the placement of a satisfactory candidate in a proper position in the schools. It is my personal opinion that teacher-training institutions have again overlooked the great possibility of sending the student-teacher into a practical teaching position to remain in a community for a full period of time, let us say three months, and to assume there practically complete responsibility for a group of pupils under the direction of a teacher known to be fairly successful. It has been the pleasant experience of those institutions which have tried this plan that they have not only placed the student in actual contact with a real teaching job but also that he has been practically certain to obtain a position in that school system when he has completed his teacher-training.

The teachers college has, of course, certain relationships which will be established between itself and various accrediting associations such as the State University, the American Association of Teachers Colleges, the North Central Association of Colleges and Secondary Schools. A proper rating in these organizations has a very definite influence upon the purposes of recruiting and selecting students, establishing a high grade academic standing, and securing adequate financial support. The point which I would like to make here is that very little is to be gained by merely meeting the reasonable standards of such associations but much

is to be gained by establishing a leadership in these associations through the inauguration of policies and practices which will indicate to the accrediting associations that the institution desires to maintain such high and satisfactory standards that it will be a model to other colleges and professional schools.

Every teachers college has a special obligation in the direction of maintaining proper relationships with the public as a whole involved in its recruiting area. An institution which is little known by the public is not apt to secure either superior students or adequate financial support. It is necessary for the institution through its extension division, the public appearances of its students and faculty, the newspapers, and the services to schools and communities to acquaint the public with the progressive tendencies and practices in the institution. The feeling which some institutions have that there is little justification for adequate or other types of publicity is founded upon a notion which was modern fifty years ago.

The teachers college owes an obligation to itself to establish satisfactory relationship between itself, its faculty, and the local community. The local community will speak well or poorly of an institution, will send large or small numbers of students to the institution, will support enthusiastically or half-heartedly movements for its advancement just to the extent that a proper relationship has been established between the institution and local community. While the teachers college should not be considered an industrial or business organization, it must be agreed that

it is necessary for members of the faculty to establish certain social and civic connections in which they are more or less active, for the institution to provide types of entertainment and education which will be greatly appreciated, and to manage its affairs in the administration of personnel in such a way as to win the wholesome respect of the local community.

Finally, the teachers college must establish certain satisfactory relationships between itself and those agencies which are directly concerned with the financial appropriations for the institution. Those teachers college administrators who have every two years to go before the various committees of the State Legislature, the Budget Commissioner, and the Governor to establish the need for their biennial appropriations are made rudely aware of the need for establishing some permanent and satisfactory relationship with governmental agencies which will assure the institution continued and adequate financial support. It is a shameful admission that any of these teachers colleges must at each biennial period pull every possible political string in order to secure such appropriations as are necessary for the adequate maintenance of an existing program. This means that the public relations program must be developed in some such way as to include a means for educating the governmental officials having charge of these appropriations to the need for an adequate program of teacher education in the state and the establishment of those relationships, both personal and group, which will obviate the perpetual demand for the exer-

cise of extreme political sagacity in order to keep the institution running on a respectable basis. There is little doubt that unless these teachers colleges, as well as some of the other state institutions, can eventually establish a relationship between these governmental agencies and themselves which will assure continued and progressive support, they will one day be greatly over shadowed by the progressive developments now taking place in private colleges and universities which are securing so much more adequate financial backing by private individuals and foundations.

I have briefly summarized in this paper some of the reasons why every progressive teachers college needs an adequate program of public relations. I have stated that such a program should assist the institution in improving the quality of its product, recruiting and selecting superior students, establishing a high grade academic standing, and securing adequate financial support. I have indicated that relationships do and must exist between the teachers college and its alumni, the public schools, other colleges, teacher-hiring agencies, accrediting associations, the state recruiting area, the local community, and state governmental agencies. I have also indicated that some of these relationships will be better established through the more adequate follow up of the alumni; through more satisfactory conferences between public school people and teachers college faculties; through more visitation, experimentation, and consultation between teachers college faculties and public schools; through a closer cooperation

of the various teacher-training institutions; through a more practical administration of the teaching apprenticeship of students; through the scholastic productivity of its faculty; through directed publicity in news papers, reports, and services by the

faculty and students; and through a definite program of state education designed to permanently establish the values of teacher education as a state function demanding liberal financial support.

### (b) FROM THE CITY SUPERINTENDENT'S VIEWPOINT

FRANK O. MEDSKER

*Superintendent of Schools, Alexandria, Indiana*

The teacher in the classroom is a direct representative of the teacher-training institution, a direct representative of the schools in any given community, and a direct representative of the school program as set up in the superintendent's office. The manner in which she functions on the job brings sunshine or clouds to the superintendent's desk. Therefore, the superintendent is very much concerned in the problems of the teacher-training institution, in the problems of the teacher, and in the problems of his own school program. The success of the teacher is traceable to this triangle of responsibility resting upon the shoulders of the superintendent.

The superintendent realizes that the teacher-training institution has set itself up as being the best agency for training teachers to instruct and educate the children of his community. He feels that the institution must be eminently aware of all the problems involved in educating the offspring of the nation's citizens. He feels that in such an important situation the institution must be careful to send only the best of teachers out into our schools. He realizes that the public has been willing to tax itself to provide buildings and equip-

ment and to pay for the services of teachers.

The public wants its children reared as the public thinks its children should be reared. Therefore, the teacher needs to know what the public wants. For that reason the teacher must maintain broad contacts with the public. It may become necessary for the teacher to educate the public to want something better in school training. In that undertaking, she needs constant and expert help from the teacher-training institution.

In such a case, the teacher-training institution should render assistance in helping to explain and interpret the new methods and techniques. Such assistance can be rendered in teacher institutes, educational meetings, parent-teacher associations, and by means of newspapers and educational periodicals.

Each teacher on the job is an outpost of teacher-training institutions. As she functions as a human being among the children and the citizenry, and as she performs as an instructor of children, so does the public form its opinion of such institutions. Sometimes they label her as a "school marm" and sometimes as a real professional teacher intensely interested

in her job of educating children. The patrons of our schools feel that a good teacher is worth her weight in gold, but that a poor teacher is not worth standing room, (especially sitting room).

To improve the public relations of teacher-training institutions, the institution must provide means of improving teachers in service. It appears that that is best done through extension centers, correspondence courses, and by field representatives.

Through such means and agencies the teacher-training institution needs to do better these things:

- a. To instruct teachers as to their duties and functions as teachers.
- b. To instruct teachers as to the duties and functions of supervisors.
- c. To instruct teachers as to the duties and functions of administrators.

d. To instruct teachers as to the duties and functions of school patrons.

e. To instruct teachers as to the duties and functions of school pupils.

f. To instruct teachers as to the harmonious coordination of school-room and administrative procedures.

The institution needs to impress upon the public the benefits of education:

- a. That material in the presence of education has wealth.
- b. That education is property insurance.
- c. That education is life.
- d. That education begets education.

In conclusion, let me say that teacher-training institutions are best known by their products.

#### *PROBLEM IV.—HOW CAN WE HELP WITH THE STUDENT PROBLEMS IN TEACHER-TRAINING INSTITUTIONS?*

LOUIS H. DIRKS, *Dean of Men, DePauw University, Presiding*

##### *(a) FROM THE PRESIDENT'S VIEWPOINT*

J. O. ENGLEMAN

*President, Kent State College, (Ohio)*

In attempting to answer the question raised, it is important first of all, of course, to know what problems students meet in teacher-training institutions. I cannot hope to give a complete list, but those problems which have been brought to my attention most often, seem naturally to fall into the following classes:

1. Economic and financial problems.
2. Problems of admission.
3. Problems having to do with choice of vocation or choice of courses offered in college.

4. Problems having to do with living conditions.

5. Problems of study.

6. Problems of social life.

7. Moral problems.

8. Religious problems.

These I may consider briefly in the order named,—an order that is neither necessarily logical or psychological, though in part, at least, chronological.

1. The opening of each new college year brings, even to the president, a considerable number of letters from students anxious to enter



college, but finding such action conditioned by their ability to find remunerative part-time employment. Others wish an extension of the time of paying fees required. Still others ask for student loans. All in all, for large numbers of students, the first great problem connected with going to college is that of securing the necessary financial assistance. Of course we make an effort to secure, on the campus or in the city, necessary work for each student who asks it, just so far as it is possible. An attempt is made to suit the employment to the capacity as well as the need of the student engaged. Clerical workers, library assistants, laboratory assistants, musicians, chamber maids, waitresses, kitchen helpers, day laborers on the campus—some work for a few in each of these categories we find each year. Our deans of men and women, with the help of the president, and the help of the press, compile a long and as complete a list as possible of citizens willing to employ part-time student help. Our regret is that when we have all done our best, there are still some students who find it impossible to secure the assistance they need, and there are also some, therefore, who cannot enter college as they had planned, because of that fact.

As suggested above, a second means of giving financial assistance to worthy students is through student loans. In our own college the loan fund is small—altogether inadequate to the needs of so large a student body. One of our obligations, therefore, is to build up this fund, secure contributions to it and gifts for it from alumni and other friends of the college.

Another problem connected with the administration of the loan fund is, of course, that of seeing that loans are properly safeguarded; that they reach the hands of those who are most deserving of them; and that the loans are as justly distributed as our judgment and our sense of relative needs may dictate. Of course we have a committee on student loans made up of members of the faculty and representatives of the business office, whose duty it is to make all needed investigation of the worthiness of applicants for such loans, and to throw about all necessary legal safeguards. To the credit of our students it may be said that we rarely have any trouble in securing payment of loans made, but occasionally we need to put the case of a defaulting student into the hands of the attorney general of the state to get results.

2. Problems of admission to the college are nearly all taken care of in routine fashion in the registrar's office. That office must, of course, see that every applicant for admission is eligible under the rules of the college. Only a few cases reach the president for attention. Such cases are most often those of students who have, for one reason or another, been dropped from some other institution, perhaps for some breach of rules and regulations, or as occasionally happens, because of poor scholarship. In the case of the former type, one needs to be certain that he is not compromising himself with the college from which the student comes seeking another chance. On the other hand, one is justified in giving careful thought to all of the facts that can be ascertained with refer-

ence to the circumstances surrounding a student dropped by another institution. Certainly it seems to me a tragedy for any one institution to become so self-righteous that it will refuse even to consider the application of a student who may have erred in another institution. I have seen too many students, who, in their early career, made shipwreck of their opportunities, and later learned both how to behave and how to study, not to be charitable at first, whatever my later reaction towards that student who comes confessing sins of omission or commission.

3. The problems relating to choice of courses in a teachers college and choice of vocation in an institution that provides both teacher-training and liberal arts courses, are really problems of guidance with which this conference has already adequately dealt. I need not discuss them, therefore, though I recognize the very great importance of an intelligent guidance program in such institutions as we represent here, I am pleased, indeed, to note the recent revival of interest in the whole matter of guidance,—vocational and educational. Twenty years ago there was keen and wide-spread interest in the subject. Gradually, however, that interest seemed to subside or perhaps it was merely allowed to die because of a greater interest in other educational tendencies and movements. At all events, it seems to me that there are few things more important for public schools and teacher-training institutions to do than give intelligent thought to the guidance of the students they serve.

4. I cannot say that I have ever found it necessary to deal personally

with many students' problems having to do with housing and living conditions, but I am confident that teacher-training institutions give substantial help to every student at this point through careful attention to the personnel and the work of their deans of men and deans of women. Homes, and rooms therein, catering to students need to be listed, visited, and approved before students are referred to them. Students on the other hand need the protection that can only come through their being required to make use of an approved list. There needs to be a very definite understanding as to what their privileges are, and no less what their obligations are. The same matters should be very clear in the minds of home owners who rent rooms to students. Success in college is so largely conditioned by factors that modify health, sleep, peace of mind, and even moral reactions, that the college has a large obligation at this point in forestalling and preventing even the appearance of problems in this category, and no less weighty obligation to deal patiently and intelligently with every such specific problem as may arise.

5. Problems of study are in a large measure solved, of course, when proper conditions of study are provided. Serious study problems are most numerous, I think in our fraternity houses. Whatever may be said in defense of fraternities, and much can be said, of course, it is usually more difficult to find an opportunity in them for serious, continuous, concentrated attention to college lessons, than it is outside of them. When deans and faculty advisors do their full part and exert the helpful in-

fluence that it is their privilege and obligation to exert, many of the problems disappear.

6. It will be generally agreed, I think, that one of the obligations of the college is to provide a wholesome social life for its students. The college deans, the house mothers, the faculty social committee, and the student social committees all afford opportunity for organized, supervised, institutional social life. The dance, the cigarette, the automobile, and the spirit of the age, conspire to make difficult the solution of a good many problems of a social sort. One thing that the college cannot afford to do is to deal too rigidly with students at these points. It is easy for us to make ourselves ridiculous in the eyes of students, for there are practices and relationships upon which the world once frowned, that now seem wholly innocent and harmless. On the other hand, sobriety, chastity, social graces, and personal ease and poise in the presence of others, are no less to be desired and cultivated now than they were in former generations. Colleges understand better than they did a generation ago, I think, the importance of certain social graces as determinants of future success in the classroom and in other walks of life.

7. Moral problems. There is, perhaps, little need of discussing the moral problems of students apart from those of social life. Quite naturally they are involved in that life. In discussing the problems of social life, I was thinking primarily on the positive and constructive side. In the category of moral problems, we are forced to consider from time to time the case of an individual stu-

dent who has lapsed or strayed from the straight and narrow path. The question the college faces with reference to such a student is the one faced by the housewife in the presence of a pan of apples. It is to be expected that some will have rotten spots. If the spot is a small one, it can be cut out and the apple saved and used. If the spot is too big, it is hazardous to try to save it. The only thing left to do is to throw it away. But such spots dare not be ignored.

8. I have a very definite and firm conviction that the college cannot afford to ignore any opportunity it may have to magnify before its students its own sense of the importance of the moral and religious life as supplements to the purely professional and intellectual life of its students. We have a definite obligation, therefore, I think, to present before students, speakers from within or without the faculty who can bring a distinctly ethical and sometimes a distinctly religious message to the students. The president needs to know a great deal about the character of the men and women he recommends for positions on his faculty. Y. M. C. A.'s and Y. W. C. A.'s as voluntary organizations, deserve a place and encouragement in the college. We think it worth while to make each year a religious directory of our students and put it into the hands of the churches of the city, to the end that the religious opportunities and privileges of these churches may be brought by them to the attention of the students early in the year. Through the medium of the President's Column in the college paper, as well as through assembly talks

from time to time, I think it helpful to get before students the point of view of outstanding leaders in the field of religious education and in the field of science, who have been most successful in integrating religion and science, both physical and biological. It is stimulating, I think, for students to know how scientific such religious leaders as Fosdick and Coe and Mathews can be, and it is no less stimulating for them to know how religious such scientists as Pasteur and Pupin and Eddington and Jeans

can be. Among the most serious problems faced by students in college and university are those encountered when broadening, scientific concepts seem to make untenable, religious faith. It seems worthwhile, therefore, to make a conscious and deliberate effort to introduce college students to as many outstanding leaders of religious and scientific thought as possible, who have been able to solve this problem successfully for themselves.

### (b) FROM THE INSTRUCTOR'S VIEWPOINT

CARL G. F. FRANZEN

*Professor of Secondary Education, Indiana University*

In an endeavor to discuss the assigned topic three questions arise: one, what problems can be discovered that have not been already presented or are to be treated in succeeding talks; two, if there are other problems, what are they and how can we ferret them out; three, if such problems have been unearthed, what can we do about them?

This discussion is, as I take it, limited to one particular phase; namely, that which has to do with the problems which arise between the instructor and the students in teacher-training courses. The problems to be considered are those of the student, not those of the teacher. The guidance and administrative side have already been presented, while the curricular phase is to receive consideration tomorrow. Other than the phase of methodology, what problems can there be in the relations between teacher and student that do not involve guidance and subject matter, whether academic or

professional? I find my position, then, that of one who has to solve students' problems by guessing at what they are, a situation analogous to that of two individuals who are separated by a tight, high board fence. One throws balls up in the air with the hope that the fellow on the other side will catch them. How is the first one to know if the second is in the proper position to catch any of the balls that are thrown? In other words, the instructor gives out daily the material of the subject matter and is constantly wondering as to what extent any of his ideas have made an impression upon his students. If he is at all conscientious, doubt will enter his mind from time to time and he will wonder whether or not he is actually contributing to the professional welfare of his students. He must at times realize that these students have certain problems, but what they are, or how he is going to discover them, often remain unsolved questions.



During the past four years I have endeavored to find out from students themselves what they consider their chief problems, so far as the relationship with their instructor in education courses is concerned. Time is too limited to present an intensive treatment of these findings, so they will be listed only.

1. The spirit of antagonism which many students bring into their courses in education.

2. The reputation that many education instructors have a failing to practice what they preach.

3. The formal presentation of precepts in situations divorced from practical applications or sufficient observation.

4. The failure to see just how a particular course will assist the student to be a better teacher.

Although there are aspects of the above problems that involve the administrative side, they are yet intimately concerned with the teacher-training instructor and the classroom relationship that should exist between him and a student. Possible suggestions for dealing with these questions are herewith presented without further discussion.

1. Those should be selected as instructors who are eminently fitted to practice what they teach.

2. In the classroom there should be relegated to its proper sphere pseudo-scientific education and its by-product the virus or abortive re-

search, and the substitute made of the living, breathing spirit of love for humankind.

3. If the right kind of teacher is provided, curricula will take care of themselves.

4. Charts, tables, and statistics should be used to show how they affect human and teaching relationships, not for the purpose of showing the class that the teacher can make them.

5. Constant personal application of all problems that come up for discussion should be made for the benefit of the students.

6. The instructor should draw upon the wealth of his own experiences and those of others in order to "point a moral or adorn a tale." In other words, textbooks should serve as handbooks.

7. Every day, in every way, the teacher should put himself in the position of those who face him. He should never forget his own student days.

8. Aims or purposes, or particular ways of doing things should be fully explained together with a discussion of their value in teaching techniques.

9. In other words, the cooperation of students should be enlisted so as to arouse in them an understanding of, and an appreciation for, the performance of a future task that will bring them many recompenses, the best of which is a sane philosophy of life.

### (c) FROM THE CITY SUPERINTENDENT'S VIEWPOINT

E. J. LLEWELLYN

*Superintendent of Schools, Newcastle, Indiana*

(Speech Made Extemporaneously.)

#### (d) FROM THE STUDENT'S VIEWPOINT

HAROLD PROTIVA

*Northeast Missouri State Teachers College*

Students have been co-operating with faculties in solving school problems since the founding of the medieval European universities and perhaps then they exerted even a greater influence than is found in our college or university today. There is no doubt that some of this influence has been harmful, although in most cases students have been of some help in suggesting solutions to various student problems. It is only a natural development to have students taking an active part in the administration of various activities of the modern school.

The two principal problems in the teacher-training school that the student can help solve are discipline or control of conduct, and the regulation and supervision of extra-curricular activities.

To be really efficient the student body must be organized and have a representative body that acts as its agent. This organization is called the Student Council at the Northeast Missouri State Teachers College, and is composed of the outstanding students from each class, but the junior and senior classes are given more representation than the sophomore and freshman groups. The faculty is represented with one member at the meetings of this council, but the faculty representative has no voting privilege.

The council meets once each week to discuss and take action on any problem that is not disciplinary. All cases of discipline are referred to the Student Courts. These courts are

divided into two groups, a men's court and a women's court. Members to these courts are selected from the junior and senior classes by the Student Council.

The students respect the power of these courts and have always abided by their decisions.

A unique project is being carried out by members of the courts this year. All students who had below an "M" average for the fall quarter were summoned before their court and given a chance to tell why they hadn't made higher marks. These were very informal discussions, and every student that appeared was willing to discuss the matter freely. It was found that some students were doing too much outside work to help defray expenses, and also carrying hard courses; while in others a lack of study was given as a cause. A few students had been taking part in too many extra-curricular activities and some naturally fell in the group that apparently couldn't grasp the subject being taught. A weakness was found in this procedure as it gave students an opportunity to criticize faculty members freely—all of this criticism not being deserved.

This list of students was compiled again at the end of the winter quarter and while a few of the same students were on it again, some of them had worked harder and had made higher marks. The court meetings have been held without faculty members having representation and all work has been done by students. This plan has several defects, but

some good has been done, and with the experience gained a better plan can possibly be developed.

This project is more or less an experiment, and is not a regular duty of the courts, which were intended to try chiefly cases of misconduct. The courts have the power of rendering decisions, pronouncing sentences, and providing the means of execution, and only cases of expulsion or suspension are referred to the president of the college for final decision. A mock trial was held in assembly to give publicity and add power to the court. All of its meetings are given publicity in the school paper, and are also announced in assembly.

Perhaps of even greater importance is the problem of the control of extra-curricular activities. This phase of government is in the hands of the Student Council which is divided up into different departments. Each department has control of a definite problem, that is, the social department has charge of all entertainment sponsored by the school. These different departments plan and report the progress made in their particular division. Money is available out of the student activity fund which is made possible by a fee that entitles the student to a ticket admitting him to every activity sponsored by the Student Council. This fee, which amounts to \$4.00, is budgeted into various funds according to the needs of that particular department. The purchase of this ticket is compulsory, and it is paid for along with the matriculation fee. This so-called blanket tax has proved very successful and students get more than their money's worth in return. The administration of this

rather large fund is one of the very important duties of the Student Council.

The social department has perhaps the broadest field of activity, and is of much benefit to the school. Its members plan all dances, teas, picnics, or any other entertainment that the council sponsors. This entertainment fund will allow several dances during the year, and also a series of teas, which do much to give students valuable social contacts. An "all-school" picnic is held at the end of the year, which has always been a success. Students do all of the work and get experience which will prove valuable after they graduate and become teachers.

The series of teas given this year has given student a chance to become better acquainted. Each class was given an opportunity to sponsor a tea, and had a certain sum to spend as they pleased on refreshments and advertising. Dancing was not allowed, except at one special tea dance, which gave the students who did not dance a chance to get acquainted. This plan not only benefited the student body, but gave the classes some very valuable training in planning and conducting a social affair. The more the students take part in conducting activities of this nature the better they become acquainted, thus promoting a better spirit on the campus.

Students participate not only in the planning of the social program, but in all extra-curricular activities. There is student representation on all faculty committees which gives a better understanding between these two bodies, and there has been a willing cooperation on the part of

both students and faculty. Also many proposals originating in Faculty Council have been discussed in the Student Council before final action has been taken, and there has been little antagonism between the two councils.

The Student Council has planned and published an advertising folder listing things they thought students would be interested in knowing about the school. Students will go to various high schools in the district to distribute these cards among the seniors, and make short talks on the various phases of school life. There

is no desire to work against the faculty advertising committee, but a few new students might be gained by this method.

There are many problems that come up that are neither disciplinary or pertaining to extra-curricular activities, but no matter what they are the student body may contribute something to help solve them, thus relieving the faculty of administrative and disciplinary details. Too, student participation in government is of great value in developing the student's self-reliance, judgment, and appreciation of good citizenship.

GEORGE MCREYNOLDS

*Indiana University*

I may say as a preface to this brief and introductory talk that the problem as given me was a very general one, seemingly with many possibilities. On investigation, though, I find it rather difficult to place the many and varied problems in their respective places. I shall attempt, however, to discuss the topic under the following four points; namely, student organizations, financial and social problems, curriculum, and health. Perhaps all of the questions are not aptly contained in this outline but at first hand it seemed the most practical and convenient, so I shall use it.

By the time a student joins a History Club, Debating Society, Math or Language Club, he begins to wonder whether he is going to school or has just come to this place to join numerous clubs. Too much time, I fear, is absorbed by such organizations with all too little gain for the majority of students. The weaker, more easy go-

ing, complacent sort of individual regards such a club often as a bore in itself but even at that a chance to get out of studying for a night or so every week. The good student, on the other hand, must do his work late at night after the meeting is over.

As far as student organizations such as student councils or participation of students in government of the school are concerned, it has been my observation backed both by experience and the opinions of others that such experiments, even if expertly conducted, are only partially successful. Honor rooms and the honor system in general are regarded by the majority of students as a good joke, a chance to have a good time and get by. True, there will always be those who will study and will observe the various rules and conditions of such systems; these people, however, would do so anyway.

The second problem is one that concerns only a part of the student



body, those who find it necessary to support themselves wholly or in part while in school. Strange to say in some instances the added responsibility seems to bring out the best there is in the student and he makes better grades and accomplishes more than ever before. More often though the student finds himself forced to slight either work or studies; since he must hold his job, his studies suffer.

Much could be said about the social problems which a student must face on entering college and the majority of these problems apply not only to teacher-training colleges but to others as well. Should he drink? Should he smoke and swear? Should he be a jolly good fellow? Should he upset and overturn those moral principles instilled into him from childhood, and one of the biggest questions here is his relation to the opposite sex. The boy on entering college finds it necessary to adjust himself as never before. This adjustment sometimes brings disillusionment and distrust of all he has ever believed in. In our particular field the distinction is that his ideas, ideals, and thoughts will influence the youngsters in schools all over the country. How then to bring about this adjustment for young men and women entering college is a serious problem but not one without a solution.

Scholastically speaking, the high school boy and girl find themselves in a strange world as far as their studies are concerned. Lectures, no recitations, two and three hour examinations take the place of exemption from examinations, a class for recitation only, and so on. Let us

bring it closer home. In the field of education what do we find? New type tests, enough work in a three-hour practice-teaching course for twice that much credit; and in many places you hear "We come first," or at least that is implied. In this connection the student after some three years of preparation is able to form some estimate of the contribution each education course has given him to meet his teaching problems. Beginning with his general methods course the student is given theoretical treatments of methods of meeting teaching problems. The special methods course follows with, in many cases, exactly the same material taken up. To be sure nothing else could be expected when the professor is forced to cover six years work in one semester. Thus your education courses become just so much required work. Our problem is to be able to apply some of our knowledge in a manner that high school students may gain the most from it. For that reason we need a methods course which is special, one that will give us some chance to try out our knowledge before we get to the high school. Needless overlapping of education courses takes away student interest and shows no practical use of these courses. To observe for a few weeks; then teach two or three weeks; and then take the special methods course would be the ideal procedure. Practical application of the theory could be easily seen; the result would be better practice teaching by student teachers. Of course there is merit in these new tests and the student should work hard but not out of all proportion to everything else. Closer articulation between colleges and

high schools in methods, subject matter, and every other way is a need greater than many realize.

Finally the question of health or keeping well is something new for many students. Irregular hours, poorly balanced meals, and eating at all times soon undermines the sturdiest constitution. The change from Mother's food to restaurant or boarding house is hard in the first place. Not enough exercise and too little sleep accounts for the rest of it. In some cases it is pure foolishness; in others absolute necessity that keeps a man up till one or two o'clock in the morning. A man who alternately goes to school and works all day finds it necessary to stay up to study. In those cases physical fatigue plus mental fatigue soon take away the health and pep of the individual.

Most of this talk so far has been

destructive. In closing, lest you think me a terrible pessimist, allow me to offer one or two suggestions and I beg you all to remember this was from a student's point of view and not personal in any respect. Fraternities broaden you in many ways and give you a side of life you could get in no other place. I would not trade my experience there for anything. As soon as the students are educated to that level, student organizations will succeed. Studies, finances, morals, and health all adjust themselves pretty generally to the best advantage that could be expected. In concluding let me assert that as soon as students in teacher-training colleges can be made to realize the vast responsibility that is theirs, just that quick will these other problems reach a wise solution.

M. A. SWAILS  
*Wabash College*

Most of the problems actually confronting students preparing for the teaching profession vary with the different types of schools. Some of these problems you have just heard from the two preceding speakers. Therefore I can say that the situation at our own school is also, quite different—it being a liberal arts college.

However, there seems to me, to be one outstanding problem, which is in common with the student bodies of the universities, normal schools, and the liberal arts colleges. That one problem, so frequently discussed, concerns extra-curricular activities, and their effects on the final product—the teacher.

After observing reports from the schools other than my own, it seems to me that most all of us are allowing ourselves to become victims of a so-called "big circus." We, the students, are the performers—trying to play in all three rings at once. What I mean to say is this—we are trying to do too much. We have, generally speaking, too many outside activities. I have observed on our own campus that it is impossible to belong to, and to do do justice to, several honorary societies, and at the same time fulfill our primary purpose for going to college.

I can easily cite two distinct causes for any undergraduate being "victimized" by the big circus. When

one enters college he is thrown in the atmosphere of being the shining-light and a front-page representative of the old home town. Then before he realizes it, he is seeking the distinction of being a "B.M.O.C." which means "Big Man on Campus." To become a "B.M.O.C." he pursues any one, or perhaps all three of the big circus rings.

The second cause may not be blamed on the individual directly. When he enters college, unless he has a very strong will-power, he is soon grasped by the eager arms of the fraternities. These fraternities, in their efforts to be leading organizations on the campus, push the poor freshman out in the center of the big tent. There he is forced to perform. As a true brother he endeavors to bring the spoils to the mantel of the fraternity house. Let me say here, however, I do not believe that "all" in the fraternity is bad. There are many good points and benefits to be had but I shall not discuss them here.

Now these causes I have just stated bring some bad effects, a few of which I shall point out. In the first place, you can readily see how we soon lose the true purpose of college. Second, we jeopardize our free, individual thinking. And third, we completely exhaust ourselves during the school year. By the time school

is out in June we are physically overdone—principally, perhaps, by the loss of sleep—the reasons for which I shall not try to explain.

I have stated what I thought was the one common and outstanding student problem, some of its causes and a few of its effects. Now let me suggest a cure, which you may take back to your institutions and use it for what you think it is worth.

Let us modify our extra-curricular activities. Let us play in one ring but do our parts well. We cannot completely do away with all for we would then tear down the essence of social contact. To facilitate this, let me suggest a closer relationship between the student body and the faculty. For instance, let the faculty participate in all the inter-fraternity contests. This has met with huge success at our own school. We have intramural sports throughout the year. In each sport the faculty is represented by a team. It is on this common ground that the faculty members and the students form a close bond of friendship—valuable to both. It is here that classroom wounds are mended.

These suggestions, I believe, would do much towards developing the personality, a true individualism, and the social conduct of a prospective teacher.

EVERETT L. CRERAR

*State Teachers College, Whitewater, Wisconsin*

After thinking over the numerous student problems, I have chosen two for this brief discussion, the first is that of getting the right start.

The majority of students as they come to college have never found it

necessary to budget their time—it was always done for them before by their parents and high school teachers. When they enter college, unless helped and guided they often follow the line of least resistance and

before the end of the first semester they have formed a habit of wasting their time.

Various investigations made along this line indicate quite generally that the failing students loaf more than the "A" students, and spend more time in activities other than those of the classroom. From personal observation in our own school I find this is true in general, and therefore one of the problems towards which we should turn our attention. There is without a doubt a high correlation between getting the right start and the successful graduation of a college student. When a student learns from the beginning how to use his time to the best advantage, he has formed a habit which will be of untold benefit to him in insuring a successful college career.

If the right start is of such importance to the student, then we should do everything possible to insure a right start. In the first place, if the correct use of time is an important factor, we should know how to use the time in order to secure the most benefit. Investigations in this matter show that an "A" student does not spend all his time in study but divides it among his various activities. One way then in which the teacher-training institutions can be of help to the students is in collecting data on how the students spend their time and then tabulate and correlate it with the grades received by the students. After a fair degree of reliability had been attained the students could be given access to the results, which would serve as a guide to show them how the "A" student spends his time.

Some students do not realize how

much time they are losing unless it is brought to their attention. In order to help the student, in this case, some of the faculty members in our school have provided time sheets for the student's individual use and on which the student keeps a record of how he spends his time. When a student, by this method, or any other method, has concrete evidence that he is wasting a great deal of time, it often stimulates or inspires him to do better.

The teaching staff as a whole can also be of great benefit in helping the beginning student to get a good start, by timely suggestions and criticisms to the class at large and by personal interviews.

If the student can be given the right start, so that he enjoys his work, becomes a good student, and looks forward to graduation, there are certain things which will be of value to him in attaining his goal.

One of the most important, in the eyes of modern educators, is that of personality. Francis Bacon once said, "A man's nature runs either to herbs or weeds." We, as students, are training to become teachers of children and therefore want to run to herbs instead of weeds. After we graduate most of our time will be spent in dealing with children and what we are and how we impress them will have a share in the development of their lives. The beginning student may not see as far ahead as this but he does want to be popular and to be popular requires a strong, pleasing personality. Most students are more interested in having a nice personality and becoming popular than they are in getting the right start. They will therefore be more open to sug-



gestions for improvement although it is difficult to see one's own faults.

It is in the golden days of college life that we may choose largely the activities and qualities which will determine the quality of our lives and personality. If we choose unwisely we may find our later life empty and colorless, while if on the other hand we choose wisely our later life will be filled with happiness and success. A pleasing personality makes it possible to cultivate new friends and form new associations that will add to the enjoyment of life.

The student is primarily interested in developing a personality that will make him popular with his associates and secondly in becoming a success.

The problem, then, for the teacher-training institutions is how to help the student develop his personality. All pleasing personalities do not possess the same qualities or characteristics, but various research reports have furnished lists of traits

that go toward making a desirable personality.

In our school some measures have been taken to help the students along this line. Charts containing a list of the qualities of character and their ratings are furnished the student. The student can then fill in the chart and rate himself according to what is considered as desirable. The students are also urged to have several of their friends fill in the charts for them to see how their friends judge them. With this information then the student can tell what he should do to improve. If a student knows what there is about him that others do not like he can then take steps to make improvements.

In conclusion, may I say that a good start together with a good personality is the key to a successful life measured in achievement, in financial independence, or in happiness. These two problems, getting the right start and developing a personality, are problems that confront the student and on which the training institutions can give help.

## FRIDAY EVENING PROGRAM

*College Hall*

L. N. HINES, *President, Indiana State Teachers College, Presiding*  
**IMPLICATIONS FOR TEACHER-TRAINING OF THE NEW EDUCATIONAL PLAN AT THE UNIVERSITY OF CHICAGO**

WILLIAM S. GRAY

*Dean, College of Education, University of Chicago*

During the last ten years, several events have transpired which make imperative a deliberate study of the nature and scope of the curriculums provided in teacher-training institutions. Of large importance is the fact that the number of normal schools which have expanded into teachers colleges has almost trebled. A careful study of the curriculums of these institutions shows clearly that they have followed three lines of development during the transition. Some teachers colleges have merely expanded the two-year professional curriculum into a four-year course. On the other hand, many teachers colleges have adopted the liberal arts college as their ideal and have developed curriculums which adhere closely to that model. A third group of teachers colleges has recognized that there are unique and challenging problems involved in the development of well-balanced curriculums which provide a broad general education, a reasonable understanding of the problems of contemporary life, special training in the fields to be taught, and adequate professional preparation.

While teacher-training institutions have been thus expanded to full collegiate rank, notable changes have

been initiated in other four-year institutions which are of unusual significance. The reforms which have been affected may be attributed to various forces and conditions, such as "the rapid increase in human knowledge resulting in the automatic enlargement of curriculum materials and creating a need for the reorganization of the subjects or fields taught; the development of difficulties in connection with the elective system, resulting in radical changes in required courses and sequences; a better understanding of individual differences and needs and of the processes involved in learning, justifying many changes in the curriculum provided and in the techniques of teaching employed; the spirit of competition which has prevailed for decades among institutions and between departments of a given institution, stimulating constant effort to provide improved and attractive courses; the attitude of inquiry toward teaching problems which has developed rapidly of late in many institutions, resulting in open-mindedness and in willingness to recognize and consider needed changes; and the development of techniques of investigation which make possible many needed experiments and scien-

tific studies of various types." As a result of such forces and conditions interest in the reorganization and improvement of instruction at the collegiate level has developed rapidly during the last decade.

We are now prepared to consider a significant assumption underlying this discussion. As teachers colleges improve and refine their curriculums they should be influenced not only by progressive trends and scientific studies relating to professional training but should profit as well by notable reforms in strictly academic institutions. To disregard them may result in the retention in our curriculums of types of instruction which are conspicuously inferior to those given in other institutions. To accept them uncritically may result in the adoption of types of courses which have little real value. As a means of stimulating critical thinking concerning curriculum problems I shall discuss with you at some length the new educational plan recently adopted at the University of Chicago and its implications for teacher-training institutions. The notable reforms adopted recently at other institutions might have been considered with equal or greater profit. I have chosen to discuss the Chicago plan primarily because of my familiarity with its details.

The radical reorganization which is in progress at the University of Chicago is in part the product of several years of intensive study by various faculty groups. The particular

form of the new educational plan and its adoption last fall by the Senate and Board of Trustees may be attributed largely to the vision, courage, and leadership of President Hutchins.

The publicity given by the press to the new plan has directed attention primarily to administrative devices or to unique features of it rather than to the fundamental principles upon which it is based. For example, frequent reference has been made to comprehensive examinations, to the elimination of the course-credit basis in promoting students from one level to the next, and to the proposed freedom with respect to class attendance. Such features are involved in the plan but they do not represent its true inwardness or basic elements. It is proposed in the early part of this report to outline briefly some of the fundamental principles and assumptions on which the plan is based and to consider notable defects in college and university organization which it is planned to correct. In later sections, the character of the changes which have been made and their implications as far as teacher-training is concerned will be considered.

First, the new plan was initiated on the assumption that the University should redefine the aim and content of its educational efforts in the light of contemporary needs. To this end various committees have been making intensive studies of desirable changes at both undergraduate and graduate levels. The faculty and administration are agreed that, in order to render maximum service, the University should depart radically, if necessary, from the present organization, content, and meth-

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<sup>1</sup>*Current Educational Readjustments in Higher Education*, Yearbook XVII of the National Society of College Teachers of Education, (Chicago: The University of Chicago Press, 1929), p. 2.

ods of higher education, which have remained essentially unchanged in many respects since the establishment of colleges and universities in this country.

Second, the new plan seeks to distinguish sharply between general education and specialized study. Unfortunately, these two functions have been confused in the past in most colleges and universities. On the one hand, it has usually been assumed that every freshman who aspires for the bachelor's degree is preparing for specialization. Accordingly, most freshmen have been assigned to courses which develop the point of view and the techniques of the specialist at the sacrifice of a broad view of important fields and an understanding of significant relationships. (One may inquire parenthetically at this point if teachers colleges which adopt traditional types of courses from liberal arts colleges are providing the most valuable training in subject matter fields needed by prospective teachers.) Furthermore, appropriate changes have not been made at many institutions in a student's environment, in his curriculum, or in the attitude of instructors toward him, as he reaches the level where advanced and specialized study is appropriate. The new plan seeks to overcome these difficulties by establishing a College the chief function of which is to provide a superior type of general education and by establishing Divisions in which advanced and specialized study may be pursued under appropriate conditions and in an atmosphere conducive to maximum growth.

Third, the new plan assumes that a broad general education is a def-

inite and essential requisite for advanced, specialized, and professional work. It has been assumed in the past that students somehow acquire a comprehensive view of the general field of knowledge from the diverse types of courses and sequences that are accepted in fulfilling requirements for the bachelor's degree. Studies of the courses and sequences actually taken by undergraduate students show that they are often narrow in scope and fail to emphasize significant relationships between fields of learning. The new plan assumes that the scope and content of general education must be defined with definiteness, that students should complete this phase of their education as rapidly as their previous training and capacity to learn will permit, and that the college should determine accurately whether students have attained satisfactory levels of achievement before permitting them to register for advanced study or professional training. As will be emphasized later, steps which insure breadth of training before professional curriculums are pursued merit careful consideration by all teacher-training institutions.

Fourth, the new plan contemplates radical changes in the organization and content of the courses provided. As pointed out earlier, most colleges and universities have organized even their elementary courses on the assumption that every student who takes a given course is preparing to specialize in the field represented. In contrast to prevailing practice in many institutions, new types of courses are proposed which will give breadth of educational experience in four broad fields, namely, the human-



ities, the social sciences, the physical sciences, and the biological sciences. In Oberlin College three additional fields have been distinguished, namely: psychology; logic and mathematics; and philosophy and religion. In addition, courses will be developed for those who plan to specialize, which will insure the attainment of a satisfactory mastery of essential subject matter, techniques, skills, habits of thought, and methods of work. More details relating to the nature and scope of these courses will be presented later.

Fifth, the new plan recognizes that students differ in their needs and in capacity to learn. Current practice in most institutions is apparently built on the assumption that students are identical. The new plan seeks to protect the student against the traditional lock-step and time-serving requirements, and to make it possible for him to progress educationally as rapidly as his capacity and previous training will permit.

Sixth, the new plan assumes that progress from one educational level to the next should be based upon real achievement rather than upon the mere fulfillment of quantitative requirements, such as the number of courses taken, and the grades secured. In commenting upon the traditional procedure President Hutchins remarked that "since the student gets these grades from the instructor who has taught the course they are more likely to reflect careful study of the professor than of the subject. Since the examinations are course examinations, the student has tended to memorize isolated fragments of information that would be useful on examinations; he has not

been compelled to coordinate his information or his thinking about it." As a substitute for the course-credit system, improved forms of tests, including the comprehensive examination, have been adopted. Advancement from one level to the next will therefore indicate real educational achievement and intellectual growth.

The discussion thus far has considered briefly some of the conditions and motives which led to the adoption of the new educational plan at the University. Briefly summarized they are: a recognition of inadequacies in the traditional organization of higher education; a clear realization of the need of redefining the aims and the extent of the University's educational efforts; the need of differentiating sharply between general education and special study; the need of redefining requirements at each educational level so that full advantage may be taken of functional relationships between fields of knowledge; a clear recognition that students are not identical and the need of a program that will permit students to progress educationally as rapidly as their capacity will permit; and the need of basing advancement from one level to the next on genuine achievement and intellectual growth. It is obvious that any reorganization which provides adequately for the various needs that have been described will involve radical changes. What then are the details of the new educational plan which has been adopted in principle and which is now in the process of development?

In October, 1930, the University approved a recommendation that the Junior College, the Senior College,

and Graduate Schools be replaced by five divisions. As now reorganized the University includes the following units: the College in which students receive a general education and specific preparation for advanced and professional study in a given field and from which they leave by passing a comprehensive examination; the four Upper Divisions which grant degrees on the basis of various requirements including comprehensive examinations; and six professional schools, namely Divinity, Law, Rush Medical, Commerce and Administration, Social Service Administration, and Library Service, which are independent of the divisions and which confer degrees. The School of Education and Graduate School of Medicine which in the past have been units in the Graduate School of Arts and Literature and of Science respectively will, by preference, not confer degrees independent of the divisions. According to the new plan the Department of Education is a unit of the Social Science Division. Students who wish to prepare for administrative or supervisory positions will major in the Department of Education. Students who wish to prepare for teaching positions will register in the division of their major interest but will take the professional sequence prescribed by the Department of Education.

As indicated earlier, the College and the four Upper Divisions are each under the direction of a dean. When the deans were appointed "it at once became clear" to quote from the President's recent convocation address, "that something would have to be done to coordinate the Uni-

versity's relations with students and to relieve the deans of questions of educational guidance and social control. It was also clear that the burden of developing, administering, and testing general examinations would be enormous, and that in the business of carrying it the faculty would demand expert assistance and advice. In addition, the President's office wished to place in the hands of one person the administration of the numerous independent units dealing with various phases of student life and work." Accordingly a new office was created the director of which is known as the Dean of Students and University Examiner. This officer corresponds in rank with the divisional dean, and coordinates and administers the budget for all offices and bureaus under his jurisdiction. He is ex-officio chairman of all boards and committees dealing with student relations, and with the formulation, testing, and administration of entrance and comprehensive examinations. He is also ex-officio a member of all committees on the curriculum in the College and the four Upper Divisions. It is hoped that ultimately this office may be of direct assistance not only in providing efficient personnel service but also in carrying on studies to determine the probable fitness of students for specialization in specific fields. In view of the discussions which have occurred today, it seems reasonable to assume that all teacher-training institutions should make specific provision for coordinating and directing their personnel services.

The College in a sense holds a key position in the new educational plan. Each member of its faculty is also a

member of one of the Upper Divisions. The College budget provides that portion of the salaries of its staff that represents the share of their time and attention devoted to College work. The dean of the College may retain on his staff only those instructors who are in sympathy with and adhere to standards prescribed for that division. Presumably the College is now in a position to insist on a type and quality of instruction that will meet the needs of students at this level. A similar need exists in most teacher-training institutions.

The educational aim of the College is two-fold, namely, to provide students with a sound general education and to give specific orientation in divisional fields to those planning to enter them. Four types of courses have been proposed by the curriculum Committee to meet these needs. First, divisional lecture courses in the Humanities, Social Sciences, Biological Sciences, and Physical Sciences which will provide the fundamentals of a broad general education. Each of the four lecture courses will extend throughout an academic year. It is assured that they will provide breadth of training, give a broad understanding of the problems of contemporary life, acquaint students with many of the cultural elements in our civilization, and familiarize them with the type of thinking required in the major fields of learning. It is obvious that such training is as important for prospective teachers as for those preparing for medicine, law, or any other of the great professions. Furthermore, most junior college students have failed in the past to receive as broad and en-

riched training as is contemplated by the new plan.

Second, advanced divisional courses will be open to those who show keen interest in and aptitude for additional work in specific fields. The purpose of such courses is to give students the information and specialized training prerequisite to advanced study in particular fields. In this connection three types of courses have been proposed, namely, advanced divisional general courses, advanced divisional conference courses, and divisional or subject sequences. Similar courses provided in teachers colleges would afford excellent opportunity to study the interest and capacity of students for service as teachers in specific fields.

Third, courses in English composition will be required only of those who, as shown by the results of placement tests, need training in this field. In my judgment the requirement in English should be sufficiently exacting in the case of prospective teachers to raise their achievement distinctly above current norms.

Fourth, courses in foreign languages, mathematics, statistics, and other fields will be provided in the College as they are found necessary. In this group should be included, in institutions training prospective elementary teachers, courses which will provide training to overcome significant deficiencies in achievement in reading, handwriting, spelling, and arithmetic. Such courses should be required wherever needed, and students should not be permitted to prepare specifically for teaching until their deficiencies have been eliminated.



Wider liberties in pursuing the College curriculum have been suggested than are usually granted. For example, regular attendance at the divisional lecture course will not be required. Since syllabi of courses and sample examinations will be printed, great flexibility is possible in preparing for examinations. Students may attend those lectures that will be helpful and omit those that cover fields previously mastered. Furthermore, a student who enters the university with an adequate mastery of foreign languages but with meagre preparation in the biological or social sciences may make up such deficiencies by special attention to the divisional fields in and out of the classroom, on or off the campus. In view of the varied achievements of secondary school graduates today, it would seem highly desirable to provide opportunity in teachers colleges to adjust the student's study program to meet individual needs and to overcome significant deficiencies.

As indicated earlier, the completion of the College requirements and preparation to pursue advanced curriculums including professional courses will be measured by comprehensive examinations. In the administration of this system it is proposed by the curriculum committee that the College Board of Examiners take into consideration not only the performance of students in the examinations, but also whatever other information may be secured regarding the students abilities and attainments. In order that the completion of the College requirements may signify a wholesome balance between breadth and depth of educational ex-

perience examinations shall be set to demand: (1) the attainment of the minimum essentials of factual information and an introduction to the methods of thought and work in each of the four divisional fields, such as may be expected of a student who has pursued each course through an academic year; (2) the attainment of such mastery of the subject matter, techniques, skills, habits of thought, and methods of work in two of the four divisional fields, as may be expected of a student who has pursued for three quarters each of the two fields in advanced divisional general courses, or divisional conference courses, or approved divisional or subject sequences of courses; (3) demonstration in the examination of ability to express oneself with clarity and accuracy in written English; (4) a mastery of a foreign language and of mathematics at a level of attainment expected of a student who offers two acceptable entrance units in a foreign language, unless the student shall have offered two acceptable entrance units in each field. The examinations may be taken at any time after one quarter of residence work that the student thinks he is prepared for them. Those who meet the requirements satisfactorily may enter one of the advanced divisions for more highly specialized work. Those who fall below acceptable standards will not be permitted to pursue advanced work. A certificate signifying the satisfactory completion of the requirements of the College will be awarded on request to any student who shall have pursued a full program of work in the University for at least one academic year



and shall have passed the examinations.

May we pause at this point to summarize briefly the implications for teachers colleges of the reorganized college which has been described. It provides a type of curriculum which would insure breadth of training, vital contact with the major fields of learning, and a broad acquaintance with the cultural elements in our civilization, all of which are of primary importance for teachers in both elementary and secondary fields. It suggests types of courses in which students may demonstrate their fitness for advanced study in specific fields. Such opportunities are essential if teacher-training institutions are to select intelligently those who wish to prepare for different types of professional service. It departs radically from the time-serving, course-credit curriculum and considers seriously the achievements, needs, and deficiencies of students. Such provisions are of unusual significance in the case of prospective teachers who should not undertake the professional study of different subjects or undertake to teach pupils until they have overcome personal deficiencies in the fundamental tools of learning. Equally important is the opportunity to modify personal habits which are of large significance among teachers. Finally, the reorganized college suggests a plan whereby advancement may be based on real achievement and intellectual progress. Such procedures, if adopted in modified form in teachers colleges, might make it possible to register in professional curriculums at the senior college level only those who have attained satisfactory

achievement in prescribed areas and who give reasonable promise of success in specific teaching fields.

The aim of the Upper Divisions in the new educational plan is to provide stimulating opportunities for advanced and specialized study and to promote research. The Divisions are also charged with the responsibility of awarding all non-professional degrees, including the bachelors, masters, and doctors. The independent professional schools will continue to award their respective degrees as in the past. A student, as was pointed out earlier, may enter the Divisions whenever he shows by examination that he is qualified. The bachelors, masters, and doctors degrees will be conferred upon passing examinations set for each degree by the entire Division and not by a single department.

The nature of the requirements for the bachelors degree have not been definitely determined as yet. It is contemplated, however, that at least two types of courses will be provided in divisional fields which cut across traditional departmental lines. The first will include advanced divisional courses and the second will consist of small pro-seminar courses in the field of the student's principal interest. In the courses of the latter type students will be expected to show initiative and to use wisely a large degree of freedom, independence, and responsibility. In addition, students who prepare for teaching will take a sequence of professional courses provided by the Department of Education.

The specific requirements for prospective high school teachers will be essentially as follows: one-third in

the Division in which they are working, one-third in the field of specialization, and about one-third in Education. Students who major in Education, will take more courses in that department than those who do not. There is no reason inherent in the plan why sequences preparing for teaching of any type cannot be provided at the senior college level in the reorganized plan. Although the general requirements for the degree will presumably include two years of work after a student is admitted to a Division, he will be permitted to progress as rapidly and to penetrate as deeply as his interest and capacity will permit. It has been suggested that examinations for the bachelors degree be divided into two parts. The first will be required of all students in a division and will cover in a way the entire divisional field. The second will be more highly specialized, testing for depth of penetration in a special part of a divisional field. These examinations may be taken by the student as soon as they are offered after he and his divisional counselor agree that he is qualified. Although no final decision has been reached, it is assumed that the University will retain its present regulation which provides that a degree may not be granted to a student who has been in residence less than one academic year.

Very few announcements have been made as yet concerning the specific changes which will be made in courses and curriculums leading to the masters and doctors degrees. It is understood, however, that greater breadth of training as well as thorough preparation in specific

fields will be required. It is also understood that as problems for investigation cross departmental lines students may pursue them without being detained at departmental boundaries. The freedom and initiative permitted among students in the pursuit of their work in the college will be provided also in the Divisions to even a greater extent. Furthermore, comprehensive examinations will be used as one measure of achievement and progress.

The graduate faculty which has awarded higher degrees in the past is retained to coordinate the requirements of the advanced degrees as awarded by the various divisions. A short time ago plans were approved for granting degrees in specific fields which cut across departmental and even divisional lines. According to the legislation, students who desire advanced work in international relations, for example, in preparation for research, teaching, diplomacy, or foreign trade, will be able for the first time to take advantage as a candidate for a degree, of all the opportunities offered at the University for advanced study in that field.

These, then, are some of the more significant features of the new educational plan. It will require many months and even years to work out all the essential details. In this process some of the broader features of the plan may be radically modified. Be that as it may, the University is now committed to the policy of developing an educational program which provides superior opportunities at every level. Its problem in this connection is similar to that faced by all other colleges and universities. Other teacher-training in-

stitutions face the unique responsibility of developing educational opportunities at the collegiate level

which are peculiarly adapted to the needs of the prospective teachers whom they train.

#### SATURDAY MORNING PROGRAM

##### *College Hall*

GEORGE C. COLE, *State Superintendent of Public Instruction, Indianapolis, Indiana, Presiding*

#### THE NATURE OF PROFESSIONAL COURSES IN TEACHER-TRAINING INSTITUTIONS

WILLIAM S. GRAY

*Dean, College of Education, University of Chicago*

The professional courses given in teacher-training institutions have for many years been the subject of vigorous criticism. Justification for this critical attitude has been presented in various studies and reports. For example, the Report in 1925 of the Committee of the North Central Association on the Undergraduate Curriculum in Education showed clearly that a surprisingly large number of professional courses were offered to high school teachers, that the titles of courses did not clearly designate their content, that there was much duplication in the content of courses, and that many of the courses offered had little practical value. As a result of its studies the Committee concluded that "existing conditions with reference to the content of courses in Education are chaotic and a distinct handicap in the professional training of teachers. There is urgent need for authoritative curriculum construction in this field . . . . The problem of constructing courses in Education is one of major importance in the professional training of teachers and is deserving of the attention of those trained in the technique of curriculum construction."

As a guide in the development of new courses, the Committee proposed the following guiding principles: that the content of a course should be carefully selected on the basis of its value to teachers, principals, superintendents, and supervisors; that the duplication in the content of courses should be reduced to the minimum; that uniformity should be observed in the titles of undergraduate courses covering the same fields, for example, educational psychology, methods of teaching, principles of secondary education; and that the courses offered should form a well-balanced program. These principles are suggestive and merit serious consideration. The Committee also attempted to define three basic courses in terms of those which were found most frequently in the catalogues studied. The courses designated were "Educational Psychology, a study of the child with particular reference to the learning process; Methods of Teaching, a study of the stimulation and direction of learning by teachers; and Principles of Secondary Education, a study of the purposes of secondary education and the organization of the high school with special reference to the problem

of the teacher." While this recommendation influenced practice to a great extent, it is obvious that the adoption of model practices in a chaotic situation can rarely supply a valid solution of a curricular problem.

Without doubt the most elaborate attempt that has ever been made to determine objectively the content of professional courses for teachers was the Commonwealth Teacher Training Study which was made under the direction of Professor W. W. Charters. A fundamental assumption underlying this investigation was that professional courses should supply the information and develop the skills essential in performing the activities in which teachers do and should engage. Accordingly an elaborate study was made to determine the various activities which characterize different kinds of teachers. Furthermore, steps were taken to determine which of these activities were most important, which were most difficult to learn, which could be learned best on the job. Having derived a complete list of important activities and rated them with respect to the various items mentioned, it was proposed to develop courses which would have large practical value. The Commonwealth study went so far as to present sample units which were based on sections of the activities list.

Efforts made to develop a complete series of professional courses through the use of the activities list did not prove wholly satisfactory. It was found for example that many items of information which are usually considered essential in the training of teachers, such as the theories

underlying our system of popular education and the views and contributions of different educational leaders during the last century were not suggested directly by the activities list. Furthermore, it was found that units of instruction based upon the analysis of activities to be performed had a tendency to prescribe procedures rather than to emphasize the scientific facts and basic principles essential to a critical study of the content of instruction and the methods of teaching. On the other hand, the activity list did suggest a large number of important responsibilities of teachers to which little attention has been given in the past, such as the relations of teachers to boards of education, to the community, and to parents. Without stopping at this point to summarize all of the arguments which have been advanced for and against the activity list, two conclusions may be safely presented at this time: first, the list is a very valuable aid in checking the scope of professional courses and in defining the content of certain units that are desirable; second, it does not constitute the sole basis for the illuminating types of professional courses that are required by constructive classroom teachers today.

During the last three years, other studies, far less comprehensive in scope than the Commonwealth Investigation, have been made to determine the nature and content of professional courses. From the results of these studies and the critical discussions which have been published recently certain specific suggestions have been derived which merit serious consideration. In the paragraphs



which follow some of them will be discussed briefly.

It is obvious, first of all, that a series of courses based upon the logical divisions of the field of education, such as educational psychology, history of education, and the principles or philosophy of education, is more appropriate for the advanced student than for those who are making an initial study of the field in preparation for teaching. The prospective teacher in either the elementary or the secondary school requires first of all an illuminating introduction to those facts and principles which will give her a reasonably comprehensive view of the American school system, of the problems which classroom teachers face, and of the methods which may be employed in solving them. To this end, units of instruction should be selected which will form the backbone, or minimum essentials, of the professional training provided for all prospective teachers in either two or four year curriculums.

It may be appropriate at this time to describe the steps taken by a committee at the institution which I represent that was charged with the responsibility of developing a sequence of professional courses for prospective elementary and secondary school teachers. The problem which the committee set for itself was defined as follows: (1) to provide a course of sufficient breadth to give a clear understanding of the organization and function of the school, the problems and responsibilities of classroom teachers, and the methods and procedures appropriate in studying and solving those problems; (2) to provide such a sequence in the

shortest time commensurate with superior results, in order to conserve as much time as possible for extending general education, for acquainting students with the problems and issues of contemporary life, for giving them contact with as many cultural elements in our civilization as possible, and for developing scholarly habits in the specific fields taught; (3) to organize the courses required into a progressive sequence with no unnecessary duplication; and (4) to prepare for more intensive study of professional problems or fields, preferably at the graduate level.

After a deliberate study of the professional needs of students in our own institution, it was decided to divide the professional sequence into three divisions. The first included the study of those problems which are common to all teachers in both elementary and secondary schools, independent of the subjects or the specific types of pupils taught. The second included the study of problems which relate to the teaching of specific subjects, such as history or English in the high school, to teaching at specific grade levels such as the kindergarten and primary grades, or to teaching specific types of pupils, such as the mentally defective or those notably deficient in certain subjects. It is obvious that the amount of time required for instruction that will serve these purposes adequately will vary widely with the type of service to be rendered. The third included the provision to be made for the concrete study of teaching procedures through observation, apprentice teaching, and full time teaching under expert guidance.

In determining the content of the

general professional sequence that should precede the study of problems in specific fields three sources of information were used. First, the content of introductory courses which had been given in the past was canvassed to determine its value or appropriateness at the elementary level of professional study. It was often-times necessary to pool judgments in determining whether or not to include specific items. Second, a deliberate study was made of Charters' activity list to determine if units of instruction had been omitted which should be included in the introductory series. As was pointed out earlier several important units were distinguished which merited consideration. Third, the various instructors giving special methods courses or courses in specific fields were asked to make an outline, after deliberate study, of the information, attitudes, and habits which they expected students to have when they entered their courses. These suggestions were subjected to vigorous criticism by the group as a whole until agreement was reached concerning the preliminary preparation essential. The obvious purpose of this step was to insure a sequence which would prepare students adequately for the study of specialized professional problems. After the introductory sequence had been outlined in considerable detail, it was submitted to the instructors of special fields to determine if it prepared adequately for their courses, if it included material that rightly belonged in their fields, if it contained unnecessary duplications, or if it was subject to improvement in other respects. Independent of the quality of the courses which

resulted, this procedure proved tremendously stimulating and profitable to all who participated.

The content of the proposed introductory courses was selected without reference to the logical divisions into which the field of education has often been divided. It related to those facts, principles, and procedures which in the judgment of the committee would prove most illuminating and practical and which would best prepare for courses in special departments and for apprentice teaching. It may be appropriate at this point to indicate some of the items included in the preliminary outline of units:

1. The teacher and his profession, including the reasons for choosing teaching as a profession, the characteristics of a successful teacher, the professional preparation necessary, the opportunities for careers in education, the rewards of teaching, tangible and intangible, the causes of success and failure among teachers, the limitations of teaching as a profession.

2. The American school system, including discussions of its purpose and scope from the kindergarten to the college, its administration and supervision, how education is financed, and various agencies of control—national, state, local.

3. The school population, including facts concerning the nature and development of mental and physical characteristics, differences within groups which must be considered in teaching, and the normal progress, acceleration, and retardation of pupils through the school.

4. The materials of instruction, including present trends toward re-

organization, the origin of and development of traditional curriculums, principles underlying the selection and organization of subject matter, the placement of selected materials, subject organization versus project, unit or topic organization, the selection of texts and other classroom materials, the program of studies, extra-curriculum materials, et cetera.

5. Classroom organization, management, and testing.

6. The nature of learning.

7. General factors affecting any and all learning.

8. The types of learning and their direction.

9. The direction of subsidiary learning activities.

10. The teacher's general activities.

The foregoing outline gives a very inadequate view of the nature and scope of the units included. It is probably sufficiently detailed to serve our purpose on this occasion.

As soon as this outline had been prepared a period of experimentation began which resulted in several very important findings. The first related to the amount of time required to cover the various units outlined. At the beginning, the committee judged that it would require at least three twelve-week periods in order to cover the materials adequately. The entire content was accordingly divided into three large units entitled Introduction to Education; Classroom Organization, Management, and Testing; and the Direction of Learning. In order to determine the value and weaknesses of this plan students were asked to list the various courses taken during the quarter and to rank them on the ba-

sis of the amount of time required, the difficulty or challenge offered to good thinking, the interest enlisted and their practical value or significance.

The reports were very conclusive with respect to the amount of time required for the courses in Education. They ranked relatively low, excepting the course on learning, among the courses with which they were compared. Various efforts were made to increase the time requirement without shortening the total period for the three courses. The results were unsuccessful. The first two courses were then telescoped into one with the result that the amount of time required increased to a satisfactory level. Briefly summarized, this part of the experiment showed that introductory courses in education often have a tendency to be thin and to require less time than courses in other departments. As a result of careful planning it is possible to give in two courses of twelve weeks each the fundamental training prerequisite to special methods and apprentice teaching.

A second fact revealed by the reports of the students showed that certain units, as organized and presented in this series, failed to offer as much stimulus to good thinking or as great intellectual challenge as was true in some subject matter courses. This was not true in the case of the units dealing with the learning processes where definite principles were involved and where experimental evidence was available. It was most obvious in those units which dealt with purely descriptive or factual units in which little or no effort was made to develop basic

principles or to secure fundamental interpretations of the factual statements presented. In the experimentation that followed, serious effort was made to stimulate critical thinking, to master fundamental relations, and to require keen interpretations of the various types of descriptive materials presented. As the rank assigned to the course by the students increased with respect to intellectual challenge, it was gratifying to note that its rank with respect to interest and practical value increased likewise.

A third fact revealed during the period of experimentation was that some units were presented too abstractly for students to understand their significance or to grasp their practical application. This criticism has often been interpreted to mean that it is of little value to give courses in education before students are assigned to classrooms for apprentice work. A detailed analysis of the difficulties encountered shows clearly that there are various ways of making the facts and principles of education concrete prior to participation in teaching. One device which is employed far too infrequently is the use of well-selected examples and illuminating verbal descriptions. One instructor who endeavored seriously to enrich class discussions in these ways found not only that interest was greatly increased, but in addition, that fundamental principles were grasped more clearly.

A second method of enriching introductory units in a professional sequence for teachers is to use charts and exhibits. Examples follow of types that were found very helpful

during the experimental period: a collection of application blanks used by various city systems, also recommendation blanks employed by appointment bureaus; photographs of old and new buildings to show the progress which has been made in school buildings for different types of schools; pictures or samples of equipment used in up-to-date schools; a collection of early textbooks and recent courses of study to determine the progress made in the content of the curriculum; a collection of the various printed forms used in a large school system including registration cards, report cards, continuous record cards, guidance cards, et cetera; a collection of educational intelligence, and mechanical aptitude tests; diagrams showing the relation of various school officers; an exhibit of the publications of the United States Office of Education such as bulletins, reports, surveys; and a collection of city superintendents' reports. Such a list may be extended indefinitely. Visits and observations are also valuable means of securing illuminating, concrete information. For examples, introductory classes may study the management of pupils in the halls, the opportunities and use of school libraries, and the activities on the playground. The students may even attend an elementary or high school faculty meeting to distinct advantage. In courses relating to the direction of learning, a series of observations may be arranged which provide a concrete basis for most discussions. Criticisms to the effect that introductory courses in education are abstract or do not relate to practical situations merely indicate that the instructor has not



utilized resources which are readily available.

A fourth fact revealed by the reports from students was that some instructors had a tendency to dwell at length on certain obvious facts about the public school system or on personal issues concerning which students had already made decisions. For example, students criticized vigorously the amount of time spent on "The Teacher and His Profession." They stated that much of the material in that unit had been presented to them during their freshman year. They had made their decision to enter teaching and were now eager to study the significant problems in that field and methods of solving them.

As a result of experimentation extending over a period of three years, the committee concluded that the introductory study of education may be completed in two twelve weeks courses, the one bearing some such title as "The Introduction to Education" and the second a title such as "The Direction of Learning." These two courses should precede special methods courses for high school teachers or professional sequences for elementary teachers, and should be given in the junior year. They should give the student a clear illuminating picture of the American school system and of classroom problems. They should be presented concretely, but should place emphasis on basic principles, clear interpretations, and critical thinking. They should be presented in terms of challenging problems or issues which will provoke good thinking. They should compare favorably with academic subjects in respect to the amount of time consumed, but the problems set

should be highly charged with interest and should appeal to the students as significant and worth while.

Owing to the limitations of time it will be necessary to consider special courses and sequences more briefly. Special methods courses for high school teachers should be based upon general introductory courses already described and should proceed without duplication to a study of the educational significance and the professional problems encountered. They should supplement a scholarly study of a wisely chosen sequence of courses relating to the division or the special field to be taught. They should give to the student a clear understanding of the social significance of the division or subject under consideration, the aims which are to be achieved through teaching the subject in different types of schools at the secondary level, the basic principles underlying the selection, organization, and presentation of subject matter, the contributions of experimental studies to an understanding of the learning problems and difficulties involved, and other issues of significance in securing a professional grasp of the field. Such courses may parallel apprentice teaching to advantage in order that theory and practice may not be carefully integrated.

In discussions of this type, questions often arise relative to the advantages of special methods courses as contrasted with the discussion of teaching problems in so-called professionalized subject matter courses. There are at least two advantages which attach to special courses. In the first place each type of learning requires specific mental attitudes and

modes of thinking. The mastery of broad fields of learning and their interrelations places a unique and challenging problem on the learner. The scholarly mastery of a specific field to be taught is equally important and presents very absorbing problems to the learner. Similarly, the professional study of a field, including the teaching problems which it presents has its own logic and critical modes of thinking that differ from those involved in the preceding types of study mentioned. In the second place, the professional problems which a subject presents can be studied most economically and intelligently after the student has a reasonably broad grasp of the field. In advocating special methods courses I do not wish to be interpreted as disinterested in the methods used in teaching a given academic subject. The instructor should exemplify superior methods but they should be those which are best adapted to the purposes of the course, for example, the mastery and appreciation of a given subject matter field.

What has been said concerning special courses for high school teachers applies also to courses for elementary teachers with certain modifications. In the latter case, there

are more fields to be covered with the result that a longer sequence of courses is often required. However, recent experimentation shows clearly that when students have received a broad background of training and have acquired scholarly attitudes and habits, it is possible to study the professional problems involved in teaching at a given level more rapidly and at the same time to penetrate far more deeply than was true in the traditional two-year curriculums. Many schools are making the mistake of transferring to the senior college level the same sequences presented at the junior college level. They fail to recognize significant differences in the level of achievement and the habits of study of the students involved.

Other problems should be considered in this discussion such as those relating to practice teaching, and to the more highly specialized courses which may be provided following the general professional sequence that has been described. It will not be possible to do so on this occasion. In conclusion, may I emphasize once more the need of deliberate, continuous, and critical study of the professional sequences provided for prospective teachers.

#### PROBLEM V.—WHAT PRINCIPLES SHOULD GOVERN TEACHER-TRAINING CURRICULA?

A. B. COPE, *Professor of Education, Evansville College, Presiding*

##### (a) FROM THE PRESIDENT'S VIEWPOINT

C. M. YODER

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A teachers college is a one-hundred per cent vocational school. The curricula of such a college should be governed first of all by the single-

ness of its objective, that of training teachers. This primary objective should form the basis of all curricula building in teachers colleges and

schools of education. Teacher-training curricula should not be crossed with liberal arts, commerce, or any other different curricula in the same or other schools. Too often we find a "straddling of the fence" situation in the curricula of teachers colleges, which is a result of an attempt to administer a compromising purpose. That is, curricula formulated with the hope that the graduates may fit into advanced educational units in some other type of institution and at the same time be acceptable as teachers.

Teachers colleges have been guilty of sacrificing the main objective of teacher-training curricula in order to give training satisfactory to graduate schools of universities so that their graduates may enter these schools without penalty. Furthermore, teachers colleges have been guilty of violating the main objective of teacher-training curricula by formulating their curricula in compliance with the requirements of certain accrediting agencies. In other words, becoming purely liberal arts colleges thus losing their identity as teachers colleges. The teachers college should constantly keep in mind its specific objective and direct all of its attention toward the accomplishment of that objective. In this way only can it professionalize its curricula from beginning to end, and thus train professionalized teachers, not merely "teach-awhilers."

Teacher-training curricula should vary with the particular types of teachers to be trained and the particular needs and notions of the public. A curriculum suitable for training teachers for the primary grades would not suffice for training teach-

ers for junior high school, senior high school, or other specific units of a school system. The needs of each unit should be kept in mind and should govern in curricula building. The content of the curricula in any unit of an educational scheme is determined by the ideals and activities of the community in which the unit functions. In America development in education grows out of the demands and philosophy of the public. Changes in curricula are made to satisfy certain needs and notions from the outside. These outside forces should be constantly studied with the view of training teachers for the children at different educational unit levels. The social relationships of the product of the different units of our school system should govern largely the curricula for training teachers for these different units. True some courses in the several curricula for teachers in these different units may be common to all but in the main they should vary. They should be based upon scientific findings from studies of educational procedure and accomplishments. The general scope of educational purpose and plan, as interpreted by the predominating ideals and activities over a wide area, will greatly influence and determine the content of teacher-training curricula.

A third principle which should govern teacher-training curricula is the basic and sequential grouping of content material. In setting up definite curricula content material should be so grouped as to develop the teacher in all the aspects of his work. Each group of content material to have a specific purpose or objective.

The following groups are sugges-

tive: (1) orientation group, with an adjustment objective; (2) educational group, with a general professional objective; (3) special group, with a primary professional objective; (4) minor group, with a secondary professional objective; (5) elective group, with a personal objective. In this suggested grouping the orientation group should serve the student in adjusting himself in his chosen field. Through this group of content material the student is made acquainted with himself, his institution, the general plan and requirements of education, and with the working conditions of his chosen vocation—teaching. The educational group should acquaint the student with the general professional field. Education is the general field in which the teacher is to work. The third, or special group carries the primary objective of the teacher. The special type of preparation which he desires is given the student through this group. Such special type may be primary, elementary, secondary, higher education, or special work within these units. The fourth group makes it possible for the student to be prepared to serve in a closely related type of work to that of his chosen primary type. The last group affords the student an opportunity to satisfy merely personal desires and pleasures in pursuing knowledge and developing wisdom.

Teacher-training curricula should further be governed by the principle of vocationalization or professionalization. Students entering teachers colleges declare their choice of a vocation to be teaching. Curricula should, therefore, be vocationalized or professionalized from the begin-

ning. The length of the training program will determine the emphasis to be placed upon the groups of content or subject matter material. There may be a logical sequence in these content groups in any curriculum but they should be so connected, or overlapped, or correlated as to weave a professional pattern from the beginning through to the end. Certainly the orientation group should open the training program but should continue to appear throughout the curriculum. Beginning with institutional adjustment courses, with particular reference to library facilities, institutional practices and policies; followed by personal, social, and community adjustments. No knowledge is of greater importance to the success of a teacher than a rather complete understanding of his own personality. The knowledge of personalities of children is essential to professional adjustment and success. In the very early part of the curriculum the student should be made acquainted with or oriented in his chosen field. In other words, given a bird's eye view of his vocation. Likewise, the educational group should be taken up early and continued throughout the curriculum. History, theories, principles, measurements, methods, and administration in education together with teaching comprise the content of this group which forms the basis for vocationalizing or professionalizing the program of training. The other groups should be woven into the curricula in a similar manner. Too often teacher-training curricula are governed by so-called general education principles and thus valuable time and energy are wasted.



Too often the liberal arts college is followed in teacher-training curricula building. Curricula may be constructed upon the principle of vocationalization or professionalization from the beginning and yet offer wide opportunity through knowledge source material in history, science, and the arts, for the liberation of knowledge and development of wisdom. From such a training program the teacher emerges thoroughly imbued with the possibilities and importance of the service he may render in education.

Lastly, but certainly not least in importance, teacher-training curricula should be governed by the principle of extra-curricular service. Every teacher should be prepared to lead in the development of some extra classroom ability in pupils. Curricula should be planned to allow time for students to take part in the extra-curricular activities of the col-

lege. Students should be encouraged, if not required, to do this work. Through such training it is hoped pupil-activities may receive from teachers such guidance as will develop leadership and self expression. Extra-curricular activities should be pupil directed but teacher guided. Teacher-training curricula governed in part by this principle should train teachers to assist in the development of the whole child.

In summary the principles which have been suggested as those by which teacher-training curricula should be governed are: (1) singleness of objective, (2) variation with types of teachers to be trained and the particular needs and notions of the public, (3) basic and sequential grouping of content material, (4) vocationalization and professionalization from beginning to end of training program, and (5) extra-curricular service.

H. A. BROWN

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(Presented by C. E. Decker)*

Institutions of higher education have been notably conservative. They have adhered to traditional practices to a greater extent than any other unit of the educational system. Their organization and requirements have undergone relatively few changes in the last quarter of a century. As compared with such an institution as the secondary school they have been unprogressive in adapting themselves to modern conditions.

There are now, however, evidences of an awakening. One of the largest state universities in the Middle West has recently announced a revision of

its form of organization in fundamental particulars. A great endowed university has reported a radical change in its plan of operation. An experimental college has been established at a leading state university to try out a new method and a new content for the first two years of college work. Other institutions here and there are modifying organization and procedure. In general there seems to be considerable dissatisfaction with the present organization of higher institutions, their processes, their requirements, and the materials

which they use for educational purposes.

Is it not desirable to take a constructively critical attitude toward teacher-training institutions also? This article seeks to raise three questions concerning the teachers college, as one of the institutions of higher education which may be in need of reconstruction. (a) Is its present form of organization best adapted to its particular functions? (b) Are its curricula adequate to embody the type of teacher preparation required under modern conditions? (c) Are the standards of its accrediting associations such as will best promote its development along desirable lines? These questions all relate directly or indirectly to the organization of the teachers college.

Teacher-training institutions maintained on the college level are relatively new. The state teachers college came into existence largely during the last decade. It sprang up over night, so to speak, and it was a new type of professional school and a new institution of higher education, brought into existence to perform a distinct professional function. It came forward so suddenly that it did not have time to establish a type of organization for itself suited to its own peculiar functions. Therefore, it borrowed the organization of another institution existing for quite a different purpose. It adopted the organization of the liberal arts college, in a large measure, especially in the West. It exalted courses and credits and organized "departments," although frequently a department consisted of only one or two individuals, sometimes only one. It set up courses with the traditional content

of liberal education, even in many of the professional subjects. It organized typical liberal arts college majors and minors. The teachers college took over the standards of liberal arts college accrediting associations and in general it was a generous imitation of the liberal arts institutions.

It is quite probable that the teachers college could not have done anything else at the time except to borrow the organization of some other institution and the liberal arts college was nearest at hand. The teachers college came upon the scene with almost cataclysmic abruptness. Two-year normal schools by acts of legislatures became degree granting colleges in a day. It is no wonder that the teachers college in its rapid passage over the long distance which lies between an institution hardly out of the secondary school stage and a full-fledged institution of higher education had to grasp at something in its rapid passage with which to clothe itself in its new-born state. The thing nearest to its hand was the garment which encompasses the activities of the liberal arts college, namely, the departmental system.

We have today, therefore, an institution with functions quite different from that of the liberal arts college but with its organization. I think that the suitability of this organization as the vehicle in which the teachers college may move forward most effectively in the next twenty-five years is open to serious question.

This doubt in regard to the traditional departmental system as the basis of the organization of the teachers college is amply confirmed by a study of the organization and oper-

ation of the departments of the liberal arts college and the university. Many teachers college people who are working under this plan in the highly developed form which it has reached in some institutions also seriously question its value in enabling the teachers college to perform its functions.

A department often exalts its own subject matter as an end in itself rather than as an instrument in the preparation of teachers. A well-rounded and complete group of courses in a department, which covers exhaustively that particular field of knowledge, is often taken as the objective of departmental development rather than a sequence of courses which may be less inclusive, but which better meets the specific needs of different kinds of teachers. Courses are often included in departmental offerings solely for the reason that they round out the offerings of the department. It frequently happens that such courses do not contribute materially to the background needed by a teacher. Members of the department who have specialized along certain lines are likely to exaggerate the importance of the special fields in which they have studied exhaustively with the result that other courses more essential for teachers are not offered. Under a high degree of departmental autonomy departments often develop in a direction which is least appropriate to the needs of teachers.

In curriculum construction it is obviously desirable to make an analysis to find out what kinds of material are best suited to the needs of particular types of teachers in the various fields of service and then to es-

tablish courses which will give prospective teachers a command of those materials. It is clear also that when these different curricula have been constructed on the basis of an analysis of this kind, the courses which by this procedure find their way into the several curricula will constitute the list of courses for each department. When it is determined, for example, what kind of a course in psychology primary teachers need and that course is written into the curriculum for primary teachers and the same procedure is followed in establishing courses in psychology for the other curricula, the list of courses which ought to be offered in the department of psychology will thus be determined. There is a growing tendency to make courses in a teachers college quite specific and to select the materials very carefully with reference to the differentiated work which is required of teachers in different positions. It is very difficult to get a group of disjointed departments to look at this problem in this manner.

The unsuitability of the college major as an instrument of teacher preparation in subject matter has been stressed.<sup>1</sup> Here again the desirability of the departmental organization of the liberal arts college appears to be open to question. It is an easy matter for an academic specialist to organize a series of courses in some field which, when printed in the catalogue of the teachers college, is very impressive. These arrays of titles give an impression to the superficial

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<sup>1</sup>Frank P. Bachman, *The Training and Certification of High School Teachers*, Field Studies No. 2, Division of Surveys and Field Studies, George Peabody College, Nashville, Tennessee, pp. 129-149.

observer that the institution offers unusual breadth of training for prospective teachers and that its curricula offer exceptional opportunities to acquire scholarship. Analysis, however, may reveal serious lack of adaptability of such all-inclusive arrays of courses to the field of teacher preparation. They cover the fields of knowledge represented by the departments, it is true, but attention directed to securing through a sequence of courses, an orderly and systematic presentation of the complete body of knowledge in some departmental field may fail to provide for the particular needs of different kinds of teachers who need to be trained by the institution.

It has been shown quite clearly in recent years that only in the large high schools do teachers teach a single subject or confine themselves to special aspects of subjects.<sup>1</sup> It is rare, except in the large high schools, to find a teacher of American history or even of history. There is more likely to be a teacher of social sciences, including history and several other social science subjects. The combination may be history and mathematics or history and mathematics and physics. The instructional organization of high schools is faulty in essential characteristics at the present time, and even at its best it presupposes in the small and middle sized high schools teachers who are not academic specialists in narrow fields, but teachers who have a working command of several subjects. In other words the problem of the teachers college is not

so much to prepare a teacher with an exhaustive knowledge of a single academic subject as it is to prepare him for some particular teaching field in the form of a combination of subjects known to exist in the public school system of the state. Thus "teaching field" becomes a more important term than academic "major" or "minor" as used in liberal arts colleges and universities.<sup>2</sup>

There needs to be a study of this whole problem of subjects and subject combinations far beyond anything which has yet been undertaken and also an investigation of the instructional organization of secondary schools and other schools so that the type of training offered in a teachers college may more nearly prepare teachers for the teaching fields with which they will be confronted rather than to give so extensive a knowledge of a single academic subject as contemplated by the university major.

All of this discussion leads up to the question, is there not, perhaps, a better type of organization for the teachers college than that which it has borrowed from liberal arts institutions? There are some who think that what is needed is an organization of a teachers college into "Divisions" instead of academic "Departments" each of which represents a single subject. Under such a plan each division is a unit of the institution in which are offered one or more unified curricula for the preparation of a particular kind of teacher. There will be, for example, a division of elementary education in which will be offered unified curric-

<sup>1</sup>See, for example, James M. Smith, *The Training of High School Teachers in Louisiana*, p. 99.

<sup>2</sup>Frank P. Bachman, *Op. Cit.*, p. 137.



ula for preparing kindergarten-primary, intermediate grade, and upper grade teachers. The personnel of this division will consist of all those members of the faculty who are concerned with the preparation of elementary school teachers, including the members of the staff of that part of the training school which is included within the field of elementary education. All of those courses which are offered for elementary school teachers will constitute the division of elementary education.

Under such a plan functional unity replaces departmental disjunction. There will be a limited number of divisions, but there will be a division corresponding to each of the special fields of teaching service, such as elementary education and secondary education, and a division for each of the special subjects such as a division of commerce education for preparing high school teachers of commercial subjects, a division of health and sports education to prepare special teachers of health and directors of games and sports, a division of home economics education, and so on throughout the list of the so-called special subjects. There will be in a teachers college such as those in Illinois, perhaps a dozen divisions.

Under this plan the point of view is functional. Each division is a cross section of the entire institution and its activities are pointed toward the preparation of teachers for a particular kind of teaching service. Members of the faculty concerned with teaching the different subjects and those engaged in the supervision of student teaching all meet for discussion centered around a single objective.

At the State Normal at Oshkosh, Wisconsin, the institution was organized into divisions at the opening of school in the fall of 1924. The school later became a state teachers college by legislative enactment and it has retained its organization until the present time. There are now five divisions as follows: Division of Rural Education, Division of Elementary Education, Division of Junior High School Education, Division of Secondary Education, Division of Trade and Industrial Education.

During the year 1930-1931 this type of organization has been instituted at the Illinois State Normal University, a large state college for teachers. This plan seems to fit the larger institution even better than it did the smaller college. In this case there are the following divisions: Division of Rural Education, Division of Elementary Education, Division of Junior High School Education, Division of Secondary Education, Division of Educational Administration and Supervision, Division of Music Education, Division of Art Education, Division of Trade and Industrial Education, Division of Commerce Education, Division of Home Economics Education, Division of Agricultural Education, Division of Speech Education, Division of Health and Sports Education.

In each of these divisions a four-year curriculum is offered and in some of them two such curricula appear. In several divisions two-year curricula are offered.

Each of these divisions has a director who is especially prepared in the field of work represented by the division. For example, the division

of secondary education is headed by a man who has been a successful high school principal in the state and who has also done three years of graduate work in in a leading university school of education, specializing in secondary education and in the education of teachers. A strong director of this kind who understands the problem thoroughly is able to unify the preparation of high school teachers in a way that cannot be accomplished through a large number of isolated departments in the fields of subject matter. The director exercised general supervision over both the critic teachers and the supervisors who work in the division and also the teachers who instruct the student teachers in education. Members of the faculty who teach courses in methods, so-called, also supervise the same students in their student teaching. This again tends toward unity.

The work of each division is accomplished through the subject matter departments, so-called, although departments do not exist in the sense that they do in a liberal arts college. The departments furnish the professional and academic subject matter courses taught in the divisions.

The training school is the laboratory of the several divisions.

Here seems to be a challenging field. All that has been said serves merely to introduce the question. The whole problem of the organization of institutions of higher education needs to be studied. The work and functions of the teachers college should be examined to determine whether the present organization, some modification of it, or an entirely new type of organization is best

suited to the purposes of teacher preparation. It is believed that no mere gathering of data about what now exists with extensive tabulation of results, however elaborate, will lead to a solution of this problem. That should probably be done as a starting point, but there needs to be analysis of the functions and purposes of the teachers college, a study of its work and activities, establishment experimentally of new forms of organization, testing of results of new procedures, and a careful evaluation of such new plans as are established, over a long period. This problem needs to be defined and experimentation begun at once. Why not find a few institutions which desire to make experiments along this line, grant them a subsidy for ten years for the proper staff and allow them to set up and test new forms of organization?

What constitutes the best curriculum for preparing teachers? The curriculum embodies the entire plan and represents the fundamental policies of teacher preparation for which the institution stands. Therefore, it, more than any other single factor, determines the quality of teacher-training which an institution does. On what basic facts or guiding principles shall the teachers college curriculum be constructed? There is no question connected with teacher-training which is of more vital consequence than this. Are facts now available which constitute a scientific basis for the teachers college curriculum? If so, what are they? If not, how may a body of such facts be discovered? What types of analysis are desirable? What fact-finding studies are needed to reveal

the necessary information? Can the teachers college curriculum be inferred directly from the objectives of education? Can it be derived from an analysis of current teaching and present uses of instructional materials in schools? Can it be drawn from an analytical study of what schools would be if they were based upon all of the scientific evidence available at the present time? Does an analysis of teachers' traits and teachers' activities furnish a basis for constructing a curriculum for teacher preparation?

These are all fundamental questions. They are easier to state than to answer. It is probable that most people would agree that there is not at the present time a complete scientific basis for the construction of an ideal curriculum for teacher-training. On the other hand there are undoubtedly scientific facts which may be assembled, interpreted, and utilized in establishing at least tentative guiding principles as the basis for provisional curriculum making in teacher preparation. Several excellent statements of such principles of curriculum construction have already been made, which are at least highly suggestive and to some degree a partial guide.

An examination of the curricula of teachers colleges throughout the country, however, reveals no sound and consistent curriculum theory and no widely basic principles. Curricula of teachers colleges grow out of no social philosophy of education in regard to which there is general agreement today, except that they are consistent to some extent in their imitation of the curricula of liberal arts colleges and universities, but in

general there is wide diversity and an absence of curriculum science as a guide in determining what to include and what to omit. These facts point to the desirability of collecting all possible facts which throw any light upon the problem of scientific curriculum construction in teaching preparation, of making a beginning at least in constructing curricula for teacher preparation on a sound basis, and of outlining further studies along this same line so that there may be steady progress in assembling the necessary facts and in revising curricula in the light of the evidence thus obtained.

The selection of the courses which constitute the curricula of teacher preparation is an important question for study. There are undoubtedly materials and sequences of courses in subject matter which are better than others. Considerable dissatisfaction is expressed in regard to the materials which constitute the so-called professional courses in teacher preparation. These statements lead to two important questions which are problems for research in this field: (a) What should be the nature and sequence of the subject matter courses in a teachers college? (b) What sequences of courses in education best promote the effective preparation of teachers? A third important query is, should subject matter courses in a teachers college consist of the same materials which are taught or which ought to be taught in good liberal arts courses?

It has been implied, at least, in the discussions of certain leading students of teacher preparation that subject matter courses in a teachers college should be quite different from

courses in the same subjects under the same titles in a liberal arts institution. Is there a basis in fact for this judgment? It has been said that subject matter should be "professionalized" in a teachers college. It is pertinent to ask what professionalized subject matter is. Does it mean choosing a more significant and vital type of material so that when both liberal arts colleges and teachers colleges have vitalized their subject matter, there will be no difference in their academic offerings in a given subject? Is professionalized subject matter something which goes quite beyond vitalized academic materials?

In a word, the entire question of the treatment of subject matter in a teachers college is a significant problem for discussion and investigation. Is it not important to investigate the whole question of the character of the subject matter background needed by a teacher in order best to prepare him to use the instructional materials appropriate to the grade or subject which he teaches? Is there a particular and different kind of treatment of subject matter which is desirable in a teachers college? If so, what is it?

There seems to be little agreement at the present time concerning the courses in education which any particular type of teacher may take to the best advantage. Catalogs of teacher preparation institutions reveal no consistent plan and no underlying principles. There seems to be a bewildering array of courses in the different institutions which prepare teachers. Surely there must be some arrangements of courses which lead to understanding of instructional

principles and ability and skill in the technique of teaching which are most effective. What materials may best constitute the content of courses in education in a teachers college? Have the significant results of research found their way into these courses? What are the valuable results of research which are capable of being used as the materials of courses to prepare teachers? All of these matters seem to represent important problems toward the solution of which little real progress has been made. What method of attack on these problems will prove most productive? What studies will reveal desirable sequences and the most valuable materials for courses in education?

In this whole field there seems to be an opportunity for years of productive work. Analysis will yield considerable information. Students of the subject may be able to survey the products of research and suggest more desirable materials for some of the courses in education. It may be necessary to try out particular offerings in education on an experimental basis and seek to test the results in some manner in order to learn what are the best materials, the most favorable sequences, and the proper amount of work to require. Little progress seems to have been made as yet in this direction, but a more effective plan of teacher preparation will probably have to wait upon at least partial solution of this problem.

In the case of educational psychology, as one typical example of a professional subject, there seems to be considerable doubt on the part of many people with regard to the most useful content for this subject. There



is undoubtedly a good deal of material which has sprung from recent research and which throws a great deal of light upon the learning processes of children in acquiring the school subjects. Have these more significant materials about learning process found their way into courses in psychology in teachers colleges? In the training of teachers is psychology generally taught as an abstract science apart from learning processes to too great a degree? Does the present content of educational psychology function in the life of a teacher? What materials in psychology are most valuable? Does educational psychology as now taught give a comprehensive understanding of children's mental life? These are questions to which serious attention may well be directed.

Among the problems of curriculum construction that of the relationship between the so-called professional subjects, the subjects which furnish the background for the teacher's instructional materials which he will use in the classroom in his own teaching, and the studies which are included for purposes of personal culture, social poise, and general orientation as a citizen of the modern world is one of great significance. In what proportions should the three types of subjects be included in the curriculum? Is there a common background of culture which all teachers need? Are there certain courses which should be introduced as constants for all students regardless of their particular destination as teachers? Should the courses devoted to professional preparation of teachers furnish the liberal education needed? In a word, the whole

question of the liberal education of the teacher is an important one which has not yet been satisfactorily studied.

Another curriculum problem of great importance is that of whether curricula for all teachers cannot now be extended considerably in the interests of better preparation. There have been suggestions that a minimum of five years should be required for all high school teachers and as soon as possible four years for elementary school teachers.<sup>1</sup> It is recognized that learning in the field of teacher preparation, as in the case of the school subjects, is not mainly a question of time spent and credits earned. It is a problem of achievement and the period of time required is a matter of secondary consideration, for acquisition of the necessary understandings of instructional principles, attainment of a grasp of study materials and development of ability and skill in teaching are gained more rapidly by some than by others. Nevertheless, with production of teachers advanced to the point that it has now reached, it may be pertinent to consider whether the shorter curricula which exist in some states may not be discontinued in favor of longer periods of preparation. It is possible still in some states to secure a license to teach in the upper grades of the elementary school and even in the high school on two years of preparation. It is permissible in some states to teach the special subjects—such as home economics, physical education, manual arts, and similar subjects—after two

<sup>1</sup>See Herman J. Magee, *A Look Ahead*, New York State Education, Vol. XVIII, No. 1, September, 1930, pp. 10-12.

years of preparation. In most states a certificate may be secured to teach in the elementary school at the end of a two-year curriculum. What facts justify these periods of preparation? Are there facts that warrant the arguments for longer training, especially for elementary school teachers? This is a problem which may well be investigated in order that the facts which support the present policy or which furnish reasons for a change of plan may be brought to light.

In the case of elementary school teachers is there sufficient obvious superiority in the case of a teacher who has taken a four-year curriculum as compared with one who has done three years of study? Does the additional year add enough to the abilities of the teacher to justify the expense? The arguments for longer preparation appear plausible and it seems reasonable that a broader outlook at least can be secured by the longer preparation. Is it possible to secure any evidence to determine what is the optimum length of training for an elementary school teacher?

What characteristics and abilities do effective teachers possess? This is a question which may have an important bearing upon the reorganization and improvement of teacher-training. It may be that one approach to the study of teacher-training curricula may be made through this question. If it is possible to find out what characteristics and abilities the most effective teachers have, if the influences which caused these particular qualities to originate in the individual and grow to maturity can be identified and analyzed, and if the processes of development can

be traced and described, it may be that considerable light will be thrown upon desirable practices in teacher-training. It is clear to any one who has observed teachers that some have personality traits and abilities and skills which are important factors in enabling them to teach effectively and that others do not have these qualities. Do capable teachers possess these characteristics as inborn traits which develop when exposed to the ordinary processes of teacher-training, so that by experience they acquire the ability to teach competently without a great deal of regard to the manner of their preparation? Do other persons lack in a greater or less degree certain inborn characteristics so that they can never become strong teachers? Is it true on the other hand that most people possess inherent qualities which will make them successful teachers if they can be subjected to a particular regimen which, and that only, is capable of making them successful teachers?

I believe that nobody knows the answer to these questions. Perhaps they are not capable of analysis. It may be that they can never be answered. In spite of these statements, however, it seems to me that it will be a desirable thing to study the characteristics and abilities of effective teachers in a rather extensive manner to see whether those traits which seem to contribute to success in teaching can be traced back to the influences to which the individual was subjected during the course of his training. Possibly it will be found that the most skillful teachers who can be discovered and the least efficient may have had exactly the

same preparation. It may be that it will be discovered that the type of preparation which the individual receives is far less important than some other factors. In any case these are interesting problems about which to speculate.

An attempt to identify good teachers and to list their characteristics and abilities will raise the question, what is good teaching? There will be great differences of opinion on a subject like that. Volumes might be written in an exhaustive analysis of the practice of teaching. To do this would make it necessary to study the results of research and to determine what ways of learning are best, for, as has been pointed out, good teaching parallels effective learning.\*

It will be necessary to study types of personality to which children best respond. The personality development of the teacher recently has become a matter of great importance to teacher-training institutions and there has come a recognition of the importance of suitable personality as a factor in successful teaching. A good teacher is able to do certain things well, among which are to set up sound objectives of teaching; to organize study materials of an appropriate kind for use in the classroom; to sense whether the instruction is or is not registering; to evaluate instruction by formal and informal tests; to recognize on the basis of results secured deficiencies in his own teaching; and to do corrective teaching.\* These abilities are all involved in good teaching. They must

be identified and studied. It will be an almost superhuman task, at the present time, to identify a thousand of the best teachers in the country, to analyze their teaching and their personalities into those elements which contribute to their success and to discover influences operating upon them in their training which produced these particular characteristics. Nevertheless such a procedure is undoubtedly essential to a final and complete solution of the problem of how best to prepare teachers.

It is doubtful whether it will be possible to do more than merely to scratch the surface in the next decade in attacking the problem of defining the characteristics and abilities of the best teachers. It is a stupendous task. It involves the whole question of the nature of liberal education, personality as applied to teaching, the general objectives of education and the specific objectives of each division of the school system and each subject in each division, the subject matter background needed by a teacher as a basis for a command of the materials of instruction, abilities and skills involved in effective technique of instruction, personal and community relationships of the teacher, procedures involved in modern school organization, classroom management and pupil administration, and the needs of the teacher as a citizen and as a member of a great profession. There will doubtless be found other criteria of an effective teacher of which these are merely a few illustrations. Merely to enumerate them suggests the magnitude of the task of identifying good teaching and the good teacher. It may be reiterated, however, that

\*B. R. Buckingham, *Research for Teachers*, p. 3.

\*Henry C. Morrison, *The Practice of Teaching in the Secondary School*, p. 22.

their complete analysis is essential in attacking constructively the problem of a better curriculum for teacher preparation.

What general standards, prevailing in a teachers college, to the greatest degree favor successful training of teachers? What are undoubtedly certain general standards which are the conditioning factors of the curriculum and the general plan of preparing teachers in any institution. The questions are: What are the best standards? What standards favor to the greatest degree the teacher preparation program of the institution? What standards insure effective teacher preparation? There is, however, considerable doubt whether the standards of the accrediting associations which seek to accredit teachers colleges are the best. They are largely quantitative standards. It is quite likely that an institution might meet all of these standards and still fail to do effective teacher preparation. A teachers college may have on its faculty enough people holding doctor's degrees; it may spend enough money annually for apparatus and equipment; it may have enough books in the library; there may be excellent buildings; the curriculum may require each student to take a proper number of senior college courses. In a word, the external features of a teachers college may all conform to standards but at the same time the college may be a very poor teacher-training institution. It is conceivable that an institution may lack some of these things and yet be eminently worthy of accrediting on the basis of the quality of its work. The present trend of thought recognizes the need for higher standards

on the part of teacher-training institutions.

The American Association of Teachers Colleges has developed a very complete set of standards. The North Central Association also accredits teachers colleges under its standards for liberal arts colleges and universities. There are other regional associations which do the same thing. There is a grave question, however, whether these formal and quantitative standards will stand the test. It may be that something else is needed which evaluates the quality of the institution in a more comprehensive way and measures in a superior manner its professional character. Many people deplore the trend of development of our present day standards by the adding of detail after detail so that it is becoming harder and harder for any institution however excellent, if it varies far from standard, to meet the requirements of accrediting associations.

May it not be that the present standards have served their original purpose and now need to be revised? Are not the teachers colleges of the country now confronted with the problem of developing standards of a qualitative and professional character which will evaluate on a sound basis the character of the instruction given in the institution and the efficiency with which teacher-training is being conducted? May it not be that teacher-training institutions, like instruction in spelling, should be judged by results? If an institution produces teachers who can teach effectively and do all of the other things which are required and expected of well prepared teachers, is



not that the best test of whether the institution in which such teachers are trained is a good college?

There must be standards, of course. Under proper standards the curriculum and general plan may operate effectively. Unsuitable standards may constitute obstacles to effective work and prevent superior preparation of teachers. It is very important that the curriculum, for example, should be surrounded with those conditioning factors which are most favorable to good work. What then are the conditioning factors of effective preparation of teachers? By what standards shall good teaching in a teachers college be judged? What teaching loads may members of the faculty carry and at the same time do superior teaching? What scholarship standards for students are desirable? What preparation should the faculty have? What equip-

ment does the institution need to make good work possible? All of these questions and dozens of others should be examined anew. Is it possible to retain the most valuable parts of present requirements, but to add other standards which effectively measure the quality of preparation given by the institution and the character of the product? This is one of the real problems of teacher preparation.

The purpose of this paper has been to raise three questions. The discussion is intended to be critical and constructive but not final. These questions represent problems which require study, analysis, research, and experimentation. They may not be solved for a long time. It is believed that the most effective type of teacher preparation, however, will not be attained except through at least their partial solution.

## (b) FROM THE INSTRUCTOR'S VIEWPOINT

WENDELL W. WRIGHT

*Professor of Education, Indiana University*

A few years ago, it seems to me today, I sat as a student in one of these seats in this chapel hall. I had come to morning chapel. The late President Parsons of this institution arose and introduced a speaker, a county superintendent of Randolph County, Mr. Lee Driver. He had a picture and slide machine. With those pictures and through his discussion he told the story of school consolidation and the township high schools in Randolph County. I can still remember many of the things he said. Even more, I remember how I was impressed, and may I use an even more modern word and say "thrilled" by this great adventure in

educational development—the consolidation of township high schools. I remember that he showed one picture of all students (that had come from miles around) and their horses and buggies. Not long ago I read a high grade educational survey of Randolph County. In the conclusions I read as follows: "The facts found in this study prove that there are too many schools in Randolph County. Facts found in this study show that there is a cost of instruction four or five times as high as it should be. The curriculum is necessarily limited. Children of this county as a consequence of the many small and ineffective high schools are

denied the best in educational opportunities which is rightfully theirs."

Can it be possible that the thing which was developed in, and gave to Indiana, and the nation one of its most advanced steps in education is now standing in the way of educational opportunities? I have no doubt that this is true and I imagine if Mr. Driver were here that he would be among the first to say with us that he did not estimate how great would be the change of the social order in Indiana in the short time of twenty years.

I have told this story as an illustration of one of the most important principles of education and applicable especially to curriculum development. *We are living in a changing world. Any curriculum must be developed upon the principle of adaptability.*

We are constantly being told that our scientists and inventors and engineers have gone, in their development of the processes and machines which are used by civilization, far beyond the ability of the general public to assimilate and sanely use these products. We are told the machines of production are far ahead of the ability to handle production for a common good. With too much wheat, the people go hungry for bread, and with the over production of cotton and wool people are without adequate clothing to keep warm. We are told that what we now need is an engineer of society as well as an engineer of machines and production.—That on one side we live in the

airplane age while on another we live in an age organized on the basis of the "horse and buggy days."

If this is true, may it not also be true in relation to teacher-training? I was in a school a year or so ago which was thoroughly equipped with a splendid radio set, so built that television equipment can be attached and installed as soon as it is perfected. I heard over the radio Damrosch and his orchestra. Beautiful as it was, I could not help but wonder how the school was making use of it in its program of pupil development. I grew curious; I asked the principal, I asked the teachers, I asked the music supervisor. They did not know. But one person had the audacity to say with a twinkle in her eye, "I don't know, we didn't have that in our teacher-training work." A radio is now a reality in the activity of the schoolroom and not a single bit of it in the curriculum of the teacher-in-training a few years ago.

What does the future hold for the classroom teacher? What will television do when it comes? I am afraid it is an impossible task to try to include in the curriculum today all the training that will be needed in the work of tomorrow. This does not mean, as I see it, that we should not include in the instruction of the methods of arithmetic (a) to teach the pupil to carry in the added number first in column addition or (b) in reading how to use the best methods at present available in teaching beginning reading, but in addition to these, it seems to me that a curriculum must be saturated through and through with the philosophy that this is a changing civilization. That change and progress will bring us

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<sup>1</sup>Adopted from: James Russell Clark, "Daily Instructional Cost Per Pupil in the High Schools of Randolph County, Indiana." Unpublished Master's Thesis.

ever nearer to truth which is always ahead. While we must try to operate upon the basis of the best knowledge we have, we must be able to anticipate change and be able to adjust ourselves to the new developments that come.

It is human to want to get things done and everything settled. Oh, how satisfactory it would be if one could get his education completed and not have to constantly endure the rheumatic pains of growth. If we could only get our religion and our politics and our social problems settled! But the gods have decreed that we shall live in a dynamic and not a static society, thus being adaptable to new problems, being prepared for continued growth. That is the price we pay if we care to be a part of life.

It is a principle of curriculum making readily accepted that in the development of the individual the whole person should be considered. I do not have available the facts to back my assumption, but I am inclined to believe that most teacher-training curricula do not provide much, if anything, of a satisfactory nature in health development and care of its students. I know about the requirement of one term physical education, et cetera. I am not speaking of that; I am thinking of an educational and adequate health program.

In my classes and in yours you will find students whose personal and social traits are such that they later may be a hindrance in effective learning on the part of the children. Such teachers will, no doubt, fail to get a "good" position and teach in our one-room rural schools where God knows we need people with personal and social traits of the highest

type. I have been recently told by an excellent placement man in a teacher-training institution that his follow-up study of placement shows that most of the people who lose their jobs their first or second year do so, not because they do not know how to teach in the schoolroom, but because they do not know how to get along with people. This principle of all around development of the student will necessitate that the learning activities of a curriculum must include all around development, and not exclusively classroom learning activities.

The third principle that it seems to me may be an outstanding one is that in so far as possible the learning activities of the curriculum should be life-like. May I be pardoned for a personal illustration of what I mean. You will recognize many imperfections in this illustration of the principle, but since it is my own experience it is life-like. I teach a course to graduate students known as Supervisors of Instruction in the Elementary Schools. I became dissatisfied with my own ability to make the problems of this course life-like. It seemed to me that if there was a need in the classroom teacher-training for participation and practice that there was such a need in elementary school supervision. So I have set about in this work to give practice with the theory; for example, while we study the theory of classroom visitation as a means of supervision we also practice it. In our elementary school we have a few students or teachers who are doing their practice teaching. The practice supervisors work in connection with the critic teachers and myself with the advice of Dr.

Martz in carrying out classroom supervision of the student teachers. If there is an after-teaching conference, this may be carried on by the student supervisors with the student teachers, in the presence of the critic teachers and myself. I am sure that these student supervisors think that an after-teaching conference at least has the element of life-likeness.

In developing the theory of supervision we have put out a supervisory bulletin and these bulletins are given to the student teachers. Teacher-intervisitation and study are planned and carried out by a student supervisor in cooperation with the critic teacher and student teacher. In this way each of the phases of supervision are carried out according to that old philosophy of Nicholas Nickelby who had his pupils spell the word "window" and then go wash it, and spell the word "horse" and then go curry it.

I do not need to go further than to say that while again my statement

of belief in this principle is largely based upon conviction and the report of those who have been affected by it, nevertheless, I feel sure that such a principle is highly desirable in teacher-training curriculum development.

There are many other principles that one would like to name—principle of student participation; need of development of a basic philosophy; principle of constant validation through comprehensive measurement re-evaluation by those on the job. These three seem pressing to me as a teacher. (1) That a curriculum must be permeated with the spirit of adaptability to a changing world. (2) That a curriculum is not a number of courses alone but the growth of the whole individual toward the ideal teacher. (3) That the learning situations and activities must present in so far as possible life-likeness and reality to the individual being trained.

### (c) FROM THE CITY SUPERINTENDENT'S VIEWPOINT

GALE SMITH

*Superintendent of Schools, Rennselaer, Indiana*

In order to get some specific information from school superintendents concerning their experience with inexperienced teachers, a questionnaire was arranged and sent to superintendents in eight different states.

One hundred fifty questionnaires were sent to superintendents and sixty-nine replies were received. The number of replies from the various states are as follows:

Michigan	16
Ohio	12
Illinois	11

Indiana	8
Pennsylvania	8
Missouri	8
Iowa	5
New York	1

One was returned unmarked, leaving a total of sixty-eight to be tabulated.

The superintendents to whom this questionnaire was sent were in cities employing thirty to one hundred teachers each, (with two exceptions, two small township schools in Indiana were included by mistake).

The questionnaire contained forty-



eight items. The superintendents were requested to check the items which they felt were the ones in which inadequate training was given by teacher-training institutions.

They were also asked to suggest additional items.

Tabulation of the returns from superintendents follows:

RANK	FREQUENCY	ITEMS IN THE QUESTIONNAIRE
1	— 54	A knowledge of the right kind of punishments for a pupil as distinguished from the wrong kind.
2	— 48	How to supervise a pupil's study.
3	— 41	How to evaluate a new textbook.
4	— 40	A knowledge of what good supplementary materials (work-books, exercise-books, seat-work, et cetera) are available in her field.
4	— 40	Ability to settle discipline cases without undue reference to higher authority.
5	— 39	How to arrange a diagnostic chart for diagnosing pupil errors on a test.
6	— 36	Familiar with N.E.A.
7	— 30	How to teach children to use a classified library.
7	— 30	How to figure average daily attendance.
7	— 30	How to operate a mimeograph or a similar kind of duplicating machine.
7	— 30	How to cut a stencil for a mimeograph.
8	— 28	How to construct objective tests.
8	— 28	How to rank pupils by percentiles.
8	— 28	Familiarity with state or local courses of study.
8	— 28	How to operate a typewriter.
9	— 25	How to convert test scores to school grades.
9	— 25	Familiarity with the different standardized educational tests in the teacher's own field.
9	— 25	How to figure per cent of attendance.
9	— 25	How to operate a ditto or hectograph.
9	— 25	How to regulate the temperature of the room. (If automatic regulation is not provided.)
9	— 25	The importance of regulating the temperature of the room.
9	— 25	Familiar with professional publications for teachers.
10	— 24	A working knowledge of the normal distribution curve and its meaning.
10	— 24	How to use reference books, encyclopedias, et cetera.
10	— 24	A knowledge of where to secure standardized tests.
10	— 24	A knowledge of the law concerning corporal punishment.
10	— 24	How to use fire extinguishers.
10	— 24	How to regulate the artificial lighting of the room.
11	— 23	How to keep the pupil's attendance record properly.
12	— 20	How to regulate the natural lighting of the room.
12	— 20	The importance of regulating the lighting of the room.
13	— 19	How to find the median score.
13	— 19	A knowledge of who are the leading publishers of school textbooks.
14	— 18	How to use workbooks.
14	— 18	How to operate a motion picture machine.
15	— 17	How to seat pupils to the best advantage in the classroom.
16	— 16	How to keep the pupil's scholarship properly.

16	—	16	The importance of the teacher dismissing class promptly when the signal for the end of the period is given.
17	—	15	How to make a lesson assignment.
17	—	15	How to make a daily lesson plan.
18	—	14	How to use wall maps and charts.
18	—	14	How to see that the pupil's registration or enrollment card is properly filled out.
18	—	14	How to operate a slide projection lantern.
19	—	12	How to give group standardized test in the proper manner.
19	—	12	How to handle the daily routine of the school; such as passing from room at dismissal, et cetera.
20	—	11	How to use test results for the classification of pupils.
21	—	10	How to enter the names properly in the teacher's register or classbook.
22	—	6	A knowledge of what books are state adoptions. (If your state has such.)

A list of specific things not included above, which you think are being neglected by teacher-training institutions in their training of beginning teachers:

#### FREQUENCY

5	—	How to handle extra-curricular work.
2	—	How to give make-up work effectively.
		How to handle a course of study in planning work for the year.
		Professional ethics.
		How to modulate the voice.
		Idea of guidance is not developed.
		Criticism of personal qualities, voice, manner, dress, et cetera.
7	—	Believe that more observation of children at work under expert teachers would be advantageous.
2	—	Student teachers are not allowed to settle discipline cases.
		Very little specific training advice is given in the matter of handling routine work as effectively and yet as rapidly as possible. That is the one thing which makes practice teaching of ten to thirty pupils quite different from actually handling 100-150 pupils and helping in all of the related school activities.

### PROBLEM VI.—WHAT SHOULD WE TEACH PROSPECTIVE TEACHERS?

R. R. RYDER, *Professor of Education, Purdue University, Presiding*

#### (a) FROM THE PRESIDENT'S VIEWPOINT

BUTLER LAUGHLIN

*President, Chicago Normal College*

Students often ask "What is the value of the general course in psychology? I never get anything out of the course that is of value to me in my teaching." Teachers say the same thing after they have been teaching for several years. This is not only true of a few normal college

graduates but of a great number. It is true that it is easy to criticize in an adverse way but there seems to be some evidence to show that psychology has been of little service. Experienced teachers would discover its value sooner or later if it had any. Psychology seems to have started

with a group of master minds which were able to make many applications for themselves but for others this has not been the case. The psychology of abstract thinking was a short time ago supplemented by an experimental psychology but this did not give the elementary teacher a working psychology. The elementary teacher in the main judges this product of professional learning by its use. He is looking for at least two developments: (a) a growth in understanding of the broad fields of human activities; (b) a technique for dealing with teaching problems. Psychology must play an important part in the teaching process; it should be the most important contribution to the teacher's technique. As it is now it is probably the most disappointing part of the teacher's training program. Of course, in your institution psychology holds first place but this is not true in some institutions in which I have had a chance to visit.

The psychology as generally taught represents the logical work of a master mind. It is not presented with applications for the child and the subject. It is true that psychology must consider the mind and body of the child, his environment which includes the community and the home, and the artificial program set up by the school which includes a psychology of each subject in its relation to the child and his environment. Psychology is so full of interesting applications that it is a wonder to me why the specialists get so far from life. Psychology is to me a study of how human beings live and behave. Back of the "how" is an endeavor on the part of the psychologist to find out why people be-

have as they do. Psychology is an attempt to understand life as it is lived. Since this is true the student must live his psychology while he is studying it. His study must apply to his own business of living—to his functioning as an individual and as a member of his particular social group. This discussion does not in any way attempt to criticize the research work which is going on in an attempt to develop a psychology, but it does condemn the materials used in our teacher-training institutions; in particular the courses given to students preparing to teach for the first time in an elementary school. I am in contact with these people daily but not with the graduate students in education. Courses in theoretical psychology may very well be organized for them but for the person with no teaching experience the present attempt in psychology is very feeble.

What are the various points of view which must be considered by the instructor in psychology? It is possible to deal with each theory and have the student select what is good from each theory. The following is not an attempt to analyze the whole field of psychology but an attempt to point out the directions in which people are working.

1. Behavioristic Psychology. This point of view has enjoyed more attention and emphasis than any other approach during the last fifteen years. It has stressed the objective approach to problems of human behavior. Watson studied infants and established the fact of the conditioning of emotional reactions. The idea of conditioning a response came originally from Parlow, the Russian psy-

chologist. Behavior clinics and pre-school children's laboratories have been certainly influenced greatly by this point of view.

2. Gestalt Psychology. This psychology was anticipated by William James. Stratton also saw the need for this interpretation. The Gestalt school has from the first emphasized the total reaction of the organism and the unity of mental processes and experiences. They have argued against the structural analysis of mental phenomena into elements. The whole experience is more than the sum of its parts they say. The effect of Gestalt psychology was to stimulate experimental research on preception.

This general point of view is helpful in the study of children. Since most of the experimental work by Gestalt psychologists has been done in special fields of visual perception, there is material from this school directly applicable to school conditions.

3. Dynamic Psychology. (R. S. Woodworth) A dynamic psychology must include study purpose in relation to its antecedents and consequences, its causes and effects. This school discusses mental activity in terms of stimulus and response. It may be said that this theory is able to use some of the better points from each of the others.

4. Functional Psychology. (J. R. Angell) This psychology stresses relation between mental processes and their use or service in the adaptive behavior of the organism. It is utilitarian in its approach to the study of mental problems and is therefore concerned with the value or use of various processes in the mental life of man. Functionalism and

structuralism are opposed to each other. Structuralism analyzes the mind, functionalism emphasizes the how and the why of one's performance.

5. Purposive Psychology. (William McDougall) It claims that all activity is goal-seeking and therefore purposive. It has called attention to the conative aspect of mental life and has stressed the importance of drives, incentives, et cetera. These springs of action, call them instincts or inherited patterns of action, or what one will, are important in child behavior, but they are especially important in the way they are conditioned and modified by experience.

It is important to have a psychology for teachers, but which one will you select? Will you in a general course attempt to acquaint a pupil with the five points of view and with some that have not been mentioned? Will you recommend that from four to six weeks be spent on the nervous system and the sense organisms?

The teaching of the nervous system such as is done in some of our most used general psychologies is quite a task. It seems that the psychologist has in most cases let his imagination get the best of him and permitted himself to compose a chapter of pure fiction. The theories of the nervous system are interesting to read and to think about but for a practical course one might well ask, what is the use? This detailed physiological study may be of value to the graduate research student in psychology but I have grave doubts about its value here. For the prospective elementary teacher I am convinced the time spent on the psychology of the nervous system and the sense organs



is a waste of time. No one has made any real application of this phase of psychology. Dr. K. S. Lashley in the *Psychological Review*, January, 1930, makes the following comment: "Psychology is today a more fundamental science than neurophysiology. By this I mean that the latter offers few principles from which we may predict or define the normal organization of behavior, whereas the study of psychological processes furnishes a mass of factual material to which the laws of nervous action in behavior must conform. . . . For immediate progress it is not very important that we should have a correct theory of brain activity, but it is essential that we shall not be handicapped by a false one."

In his book, *Brain Mechanisms and Intelligence*, Dr. Lashley reaches the following conclusions. "The learning process and the retention of habits are not dependent on any finely localized structural changes within the cerebral cortex. The results are incompatible with theories of learning by changes in synaptic structure, or with any theories which assume that particular neural integrations are dependent upon definite anatomical paths specialized for them. Integration cannot be expressed in terms of connections between specific neurones. . . . The mechanisms of integration are to be sought in the dynamic relations among the many parts of the nervous system rather than in details of structural differentiation."

Would it be well, if someone with a good mind but with no set theory in psychology should take the many theories set forth along with others not mentioned and get from these a

tentative course to be tried out with teachers-in-training. It would be possible to construct a course in psychology in the same way that a good course of study or a good textbook in the elementary school is constructed. No one today in modern textbook writing would think of writing a book without several trial editions. So far as I know there has never been a general psychology written in this way. The reason is that the writer of psychology feels that within himself is the material for a textbook. There have been some very good first steps in educational psychology. Dr. Burton of the University of Chicago compiled very good book which deals with several subjects. Dr. Wheat has also written an excellent book. It may be that there is no place for a general psychology apart from educational psychology, but I think there is. It may take the field of theoretical psychology and build upon some of its general principles. The young teacher needs first of all to know something about his own actions. This might be a course in personnel problems or adjustment and mental hygiene.

There should be in addition to this course a detailed study of the nature of the child and the relation of the child to its environment. This of course would deal with both adult and child environment. It is not a highly technical psychology which is needed by the elementary teacher but a plain everyday common-sense psychology which will consider children as a part of a growing society. It is possible that the practical applications from the many theories of psychology together with the applica-

tions to school situations is what is needed.

I am not seeking to propose a solution to the situation in psychology but I am an interested party in what

is being done. I do not for one minute put my experiences in psychology against those of the expert but I do know with my meager experience that all is not well in this field.

## (b) FROM THE CITY SUPERINTENDENT'S VIEWPOINT

L. C. WARD

*Superintendent of Schools, Fort Wayne, Indiana*

In ten years I have started into their work some 600 teachers new to our schools. Of these, more than 200 have been fresh from the teacher-training schools with little or no previous teaching experience. The other 400 were all teachers of experience, varying from two to fifteen years. All teachers in both groups had a minimum of two years of training work, including the practice or student teaching.

Our first discovery of any importance in this paper was of the fact that the professional study of the teacher had very little carry over value in her classroom work. Apparently her good training in psychology, in pedagogy, in management left her completely when she faced the actual situation in her school. Apparently her controlling thought was what she remembered of the way Miss May had handled the class when she herself was a pupil in the second or third grade. This I believe to be a besetting sin of school teachers. Instead of training our children for a life which they must live ten or fifteen years in the future, and training them for such future living in the light of the best practices known today, we are still teaching, even with our youngest teachers, on the basis of what Miss May did fifteen years ago—and the older teachers on a ba-

sis now a generation old. As it seems to me, not a small part of the breakdown in the morale of our people is due exactly to this serious defect in our teaching—our lag of fifteen to thirty years in preparation for the life conditions which confront us as a people.

Our second discovery is the appalling one that the two years of teacher-training work have contributed practically nothing to the philosophy, the culture, or the general information of our teacher candidates. We know, of course, how little is the contribution of the high school either to philosophy, culture, or wide range of information. High schools are so organized as to do little in the way of consecutive thinking along any definite lines. Few children of high school age are ready to develop philosophies of life. Few read their English, or are allowed to read it, with any idea of cultural growth. Fewer still have time, in their pursuit of their thirty-two credits, to learn anything outside the narrow limits of their prescribed curriculum. Upon this meager basis of learning we superimpose two years of work in the training schools, work largely professional in its nature, having nothing to do with wide ranges of reading, nothing to do with the development of cultural concepts, and very

little to do with philosophies of living. The girl completing the two-year course comes back to us no better fit than when she left the high school for the great task ahead of her, except for the training she has had in the purely technical phases of her work. Her vision is no broader, her philosophy no deeper, her sense of responsible membership in Society no more intense than it was at her high school commencement. Of course nobody expects a twenty year old girl to have the vision, the philosophy or the wisdom which she will have at forty; but surely those to whom is committed the guidance of youth should see farther into the paths of life than do our young teachers at present.

Again, all of us are disappointed in the attainments of our young candidates in the "special" subjects of instruction, music, art, physical education. In the very nature of things, these subjects in the elementary grades must be taught by the regular classroom teachers. My city is not rich enough to employ fifty special teachers, nor is any other city in Indiana. The girls who come to us spend four hours a week for a year, sometimes two years, with our supervisors learning how to do their work. It seem to us that not enough stress is given to these subjects during the training period, that they are evaluated about as unprepared subjects usually are. Yet if our modern pedagogic theory of self expression means anything at all, it is precisely in these subjects that most expression can be had. Drawing, singing, painting, dancing, playing—these activities can be made of the highest value, and are so made by our best

teachers. Truly it seems to us in the field that some re-examinations of education value in subject matter might well be undertaken by all of us.

We are shocked, too, sometimes because our younger teachers seem to have so little sense of civic responsibility or social control. Three hundred teachers in Fort Wayne own automobiles upon which they evade their taxes. More than a hundred last year borrowed money from loan sharks, upon which they paid interest at three and one-half per cent a month. Every year my office is asked to become a collection agency because of bills unpaid by teachers. Teachers are seldom found at work in the organizations which give themselves to community service; and their contributions to organized charity are usually far below their abilities to pay. These failings of course, are not directly related to teacher-training; but they are related to social training and to civic training.

I should not wish to be understood as criticizing unfavorably the work of the teacher-training school in what I have said. The fault does not lie at their hands. All of us, training school, school officers, the people, are equally at fault. We have not yet seen teaching for the enormously important thing which it is. If we had done so, should we have conferred a license to teach for life, upon the slender basis of a two-year normal school course? If we had done so, should we have made entrance into the teaching profession so easy, continuance so sure, preparation so scant?

Very surely, it seems to me, we

may say that the period of preparation should be much lengthened and much strengthened. Surely the mind and the soul of a child are quite as important as his body; yet the physician builds his professional preparation upon four years of academic work. Surely the teacher is quite as important to Society as the lawyer yet any good law course is five years in length.

It seems to me then, that first of all we need a longer time for training; that along with training in technical pedagogic matters we need for teachers much more of the cultural and the philosophic; that we need to imbue these girls and boys with a sense of the responsibility which they are to assume, and with an adequate educational philosophy upon which to undertake their responsibility.

DONALD DUSHANE

*Superintendent of Schools, Columbus, Indiana*

In spite of rapid advances that have been made in the professional training of teachers the minimum period of required preparation is shorter than that of most other professions. The best law schools require at least three years of preparation above college graduation. The medical profession requires four years above college graduation plus at least one year's internship in a good hospital. While the required course that has been given in our training schools in the two years demanded for elementary school preparation has been adequate for the type of work required yet when the requirements of adequate preparation are considered the time allotted

I should like to suggest as an ideal toward which all of us should work, a full four years of preparation for the possession of the life license to teach, with one or two licenses of lower value for two and three years of preparation. I believe further that a substantial part of the four year's preparation should lie in cultural and informational fields, and that somewhere in the last year a sound course in educational and social philosophy should be required of every candidate. It seems to me that a two year preparatory period is wholly inadequate, and that those of us who believe that there may eventually be a profession of teaching should stand now and always for a sufficient time and a sufficient equipment to make a profession possible.

is entirely inadequate. Therefore, it becomes a necessity that every minute of the short period now demanded shall be used to good advantage.

A careful inspection of the requirements of the teacher training courses in Indiana, particularly for elementary teachers, would seem to indicate that among the fundamental ideas back of these requirements are the following: (1) to maintain the status quo in our public school curriculum and procedure, and (2) to train teachers to be followers of tradition, precedent, and current procedure rather than to be thinkers, experimenters, and pioneers. It also seems to be a fundamental idea of the Indiana teacher-training system



that there is no such a thing as self-training or self-preparation on the part of teachers and that every subject to be taught in the school shall be reviewed and rehashed in the teacher-training classes although these subjects have been pursued by each student back in the grades and high school and numbers of them are of such a nature that a few evenings' study would recall these subjects and make them available from a teacher's standpoint. We find our candidates for elementary licenses putting seventy-five per cent of their time on such reviews of elementary subjects and the remaining twenty-five per cent of their time upon professional subjects including student teaching.

At the present time there is an over supply of teachers due to the increase in real wage and to the protections and securities which are now provided for the members of the teaching profession. It is authoritatively stated that only one graduate in four, of the teachers colleges of California, can secure a position. While the over supply is not so great in Indiana yet there is a marked excess of competent, well-trained individuals. This over supply of teachers presents a rare opportunity for our teacher-training institutions to improve the quality of prospective teachers and to require adequate training which will prepare our teachers for the modern demands of education. This opportunity comes at a fortunate time as there never has been a period in history when there has been such a need for competent and effective teachers in the classrooms of our country. The time has come when we can no longer be satisfied either with teachers who are

merely trained to perpetuate the curriculum of the present or with teacher-training institutions which look upon teacher-training as primarily a training in methods of reading, arithmetic, and other conventional school subjects. The following questions must be raised continuously in every teachers college: (1) Is what we are teaching now, worth teaching? (2) Is the present organization and procedure in our public schools the organization and procedure we wish to perpetuate? (3) Have we any right to have our teacher-training continue its emphasis upon the curriculum rather than upon the child?

It is probable that in the field of public education we are in the midst of revolution and upheaval. The educational values of today will probably be very greatly changed in a few years. Present methods of procedure, present curricula, present attitudes toward the purposes of the school, are in a process of change, and we must not forget that the students now in our training schools will be the ones who have to face the new conditions. We have no right to deny to them the fullest possible training which will enable them to adapt themselves to the changed conditions and viewpoints of the future. There is a considerable field of fundamental training and information that we are sure should be required of our prospective teachers of a modern school. If, after these fundamental requirements have been met, there is time left, then this time may be used harmlessly in reviewing subject matter which we have a right to take for granted has already been adequately covered by the student.

It is of fundamental importance that every prospective teacher shall be thoroughly acquainted with the nature of the individual child, including a knowledge of individual differences, of peculiarities, of physical and mental development, and of methods of securing his interest and stimulating his activities. It is also vital that every prospective teacher shall understand the problems and institutions of that society of which our children will later become a part. It is further necessary that every teacher have as a background a clear knowledge of the philosophy of modern education. As our schools are in a state of flux it is also vital that every teacher know of the various experimental schools now in existence. It is both amusing and discouraging to attempt to discuss with the average graduate of a teacher-training institution the merits and demerits of the Decroly method, of Winnetka technique, of the Cousinet group method, of the Dalton plan, of the Dewey philosophy of purposeful activity. It is also fundamental that a modern teacher shall have a cultural background and deep intellectual interests entirely aside from her professional training. In view of the above statements of what is important and necessary for the training of teachers let us discuss briefly some of the courses that should be required during the two or more years of minimum preparation for membership in the teaching profession.

It should be borne in mind that such training should be child-centered rather than curriculum-centered, that it is more important to develop a correct philosophy of education in

a student than to teach him a detailed curricular procedure, that a teacher who does not understand society and its problems cannot prepare a child for life in that society, that a teacher who does not understand child nature and child development cannot fit the school and course to the child and his needs, and that a capable teacher having an enthusiasm for education and a proper realization of the purpose and the importance of her work can overcome innumerable deficiencies in her professional preparation.

If it is important that the teacher shall know modern society and its problems then it would seem to be vital that she study sociology from the standpoint of its educational significance, that she take a thorough course in social problems, and that she be trained in casework methods in order that she may have a full understanding of each child's background and how to make the best use of it.

If it is important that the teacher understand each individual child then it would seem necessary that she have a course in modern child psychology, mental hygiene, and individual differences. In this connection it is important that she understand the educational significance of mental ability tests and that she be able to make early identification of exceptionally bright children, morons, and problem children of all types.

If a teacher's attitude toward her work and her understanding of the purposes of education are of vital importance then it is a necessity that she have a course in the modern philosophy of education, and that she be

come acquainted with the most significant of the modern experiments in what is called the new or creative education.

If the child's health is a matter of vital importance it is a necessity that the teacher shall make a thorough study of physiology and hygiene and also be trained to observe intelligently the physical condition of children and to diagnose diseases and ailments with at least semi-professional accuracy.

While it would seem unwise to devote seventy-five per cent of a student's time in going over the conventional studies found in the elementary schools yet it is of fundamental importance that the current curriculum be carefully studied, that the best methods of teaching each subject be pointed out, and that particularly there shall be made a critical evaluation of each subject from the standpoint of its permanent worth and adaptability to the needs and interests of childhood. A single course of this nature continued throughout one year could be made of more value than the academic requirements of our present course.

The last proposed requirement that I shall make, but by no means the least important, is practice teaching. Current practice teaching, like current teacher-training in general, seems to be curricular-centered rather than child-centered. Emphasis is placed upon teaching by the student of a specified number of academic subjects in the traditional manner found to be most prevalent in the schools of this state. After a certain number of hours of such teaching a student is supposed to be prepared to take charge of a school-

room. It would seem that a great deal of necessary practice teaching has been omitted by such a program. Practice teaching should be so organized that each student shall have opportunity to show his ability to manage and understand the child. He should be required to take full charge of the classroom for a considerable period of time; meet the parents; become acquainted with, measure, and classify the children; become familiar with their home conditions; organize their play, their entertainments, and handwork; diagnose their educational needs and attempt some remedial teaching; learn to make the adjustments necessary where a group of teachers are engaged in a common activity; become temporarily a part of the building organization. By some such a plan of practice teaching a student would have an opportunity to try herself out, to ascertain her weaknesses and deficiencies, and to secure a full realization of the difficulties and satisfactions of a teaching career.

If after such a course as outlined in this paper any time remains it may well be utilized by requiring that every candidate shall pursue some academic subject on a college level to a point of mastery.

In concluding let me summarize as follows: Prospective teachers should be taught such subjects as will give them knowledge of the world in which we live, and its problems; as will acquaint them with the varied qualities, problems, and interests of the developing child; as will give them an understanding of the purposes of modern education and an enthusiasm for teaching which will

induce them to carry on constantly a program of self-development and self-training. In addition to such general training she should have a critical knowledge of present school pro-

cedure, and a type of practice teaching which will acquaint her with all of the problems of the classroom and with all of her possible merits and deficiencies as a teacher.

### (c) FROM THE COUNTY SUPERINTENDENT'S VIEWPOINT

W. EDWARD FISHER

*Superintendent of Schools, Parke County, Indiana*

The history of education in America has been one of marked progress in the development of training teachers for service. Great strides have been made in changing the country's conception of school teaching from the mental task as portrayed in the character of Ichabod Crane to that of a dignified profession as characterized by that master statesman and scholar, Woodrow Wilson. While elevating the teaching profession to one of respect and honor in America by increasing the training requirements for teachers much remains to be done in establishing the right kind of programs in the training schools. There has developed a vast difference between theory and practice in teaching. The training institutions have organized their courses in accordance with theory of the experts rather than that of the men in the field. When superintendents, high school principals, trustees, and school boards feel that every beginning teacher is an unknown quantity and question the advisability of considering their applications for fear they will disrupt the school program, it seems not out of place to raise the question of what teachers colleges should teach prospective teachers.

In the 77th General Assembly of Indiana a bill was introduced to lower the requirements of beginning

grade teachers from two years to one year of training. The representative who sponsored the bill is a graduate of a teacher-training school and a school teacher by occupation. In his arguments for the measure he made the statement that most of the training for teachers was impractical and of very little use. He went on to say that teachers had to learn to teach in the schoolroom after they had received their training.

This statement may or may not be true but it shows what some of our lawmakers think of teacher-training as it is organized and administered today. The representative referred to above is not alone in his conviction that the present method of training prospective teachers is for the most part impractical. He was merely voicing the current opinion of the average citizen, gathered from the shop, the business house, the office, and the home, that teachers can be trained to teach the fundamentals of education on less preparation thus justifying the effort to lower the wages of teachers without lowering the efficiency of the schools.

The purpose of this paper is to try to arouse a discussion of this question that may prove valuable to the directors of teacher-training by presenting a few of the observations



made by a county superintendent in regard to the problem.

Looking back over the success grade cards for the past six years in the office of the county superintendent of schools in Parke County the author has found that there have been 103 beginning grade and high school teachers during that period. Ranking these beginners into the four groups—superior, fairly successful, poor, and failure—by referring to the success grade schedules and recalling their work the first year they taught, it was found that two were superior, twenty-four fairly successful, forty-seven poor, and thirty-four failures. The group of teachers who failed included varying degrees of failures but for the most part it included only those teachers who would not have been retained in the system if measured by their first year's work and excluded the possibility of improvement with further experience. Of these thirty-four who were regarded as failures, eight were refused contracts for the second year, three the third year, and two the fourth year. Of the eight who were refused a second contract, five secured positions elsewhere leaving only three who may have been regarded as absolute failures in the teaching profession.

A corresponding study was made of 118 teachers in the grades and high schools in the same county who had had more than one year of experience. Using, as nearly as possible, the same standard for ranking the group of experienced teachers, it was found that there were twelve superior, seventy-eight fairly successful, twenty-two poor, and six failures. The skewing of the figures from the

failures to the superior indicates that experience and other undetermined causes have weight out of proportion to training.

A case study is given here because it illustrates a rather common experience of a superintendent in administering a county school system. Miss A had trouble all during her first year in the first four grades at Annapolis, a two-room rural school. The patrons, the local trustee, and the township high school principal complained of the order and of her method in teaching writing and reading. The county superintendent felt that she lacked the ability to organize and present her material. The high school principal visited her room weekly, trying to assist her. The county superintendent offered suggestions and advised that she visit some of the more successful and experienced teachers in the county. The teacher endeavored to follow instruction but finished the year with little noticeable improvement that year. During the first few weeks of her second term it was apparent that this teacher had found herself and before the end of the year the superintendent was sending beginning teachers to her room to observe and consult with her, trying to find out how she had substituted success for failure. Her third year she was teaching in a city school system at an increase in salary.

What is it that determines the success or failure of a teacher? It is not experience altogether for some of the most miserable failures have been those teachers with several years of experience. It is not training altogether for some teachers succeed with little or no training at all

and many fail who have advanced degrees from the best normal schools and colleges. It cannot be that teachers are born and not made or there would not be degrees of success in teaching. It may be that it is a problem of learning how to do the thing that must be done.

We have established schools all over the country to confer degrees; now let us try to establish schools to teach teachers what they should know to make a success in the classroom.

The above is said realizing full well that it is easier to see the faults than it is to tell how to correct them. However, the task is not beyond human possibility. No attempt has been made to go into a discussion of the subject matter of courses for after all it is not so much the subject matter in the course that really counts as it is the way the subject matter is interpreted and applied to the solution of subsequent problems of teaching. The instructor in the teachers college is as much the key to unlocking subject material as is the teacher in the public grade or high school. Since the teacher is the key to the learning process and since the job of teaching is more easily learned in the schoolroom than elsewhere the first recommendation in this paper is to require instructors in the normal school and teachers colleges to teach at least one year out of five in the public schools. Many of the instructors in teachers colleges have had no experience outside the higher institutions of learning. They know nothing of the problems that will confront their students as teachers and are not prepared to direct their learning process. It has been said that

the freak, the social misfit, the failure in the public schools is eliminated from those systems only to be picked up by some college or university to become a member of the college faculty.

It is the opinion of the author that teachers fail generally for one or more of the following reasons: (1) problems of discipline (2) unsatisfactory social conduct in the school room or in the community (3) for lack of ability to organize the work. It is just a little old-fashioned to speak of problems of discipline except in the court room. Theoretically discipline is incidental to interest. Teachers are taught that in modern psychology. Many teachers enter the schoolroom as beginners believing that they would be disgraced forever if they had to resort to corporal punishment in disciplining a child. They might be disgraced in some localities but not in Parke County. While visiting a beginning teacher at Byron School the county superintendent and the trustee decided to present the teacher with a nice, new paddle. After using it on six boys the next day one could actually hear what the teacher was trying to say. A firm, steady hand was substituted for soft pedagogy and success for failure.

There is less corporal punishment in the public school today than formerly. This is no doubt a step in the right direction but the difficulty is that nothing has been substituted to take its place. There are times in the lives of the best of us when it is ours to do and not to question why. No doubt there are many contributing causes for the rapid increase of crime in the U. S., but it seems only

reasonable to attribute at least a part of the responsibility to weak, vacillating parents and school teachers.

The question is not so much "what" should be done to pupils to form correct behavior patterns, but rather a question of having a firm hand at the head of the social unit. In Parke County firmness is next to godliness in the classroom.

It is the business of some one to teach prospective teachers that they will be judged in their social conduct not by the college standards but by the local standards. The way they dress, their language, the manner in which they handle their personal accounts as well as public accounts, and such things as the use of cigarettes and intoxicating liquor are weighted in the balance by local community standards. These things are not personal matters with teachers. A teacher's life is not her own to do with as she pleases. Her life belongs to the community because she is molding the future of that community through its youth. A community claims the right to expect more of its teachers than anyone else because it entrusts the plastic minds of its youth in their care. But many of our normal schools are preaching and teaching the doctrine that a community need not expect such unjust sacrifices of teachers. How long do you think professors of such a doctrine would last in a modern community? They need the experience of being dismissed from a school system and trying a new one in order to cure some of their personal liberty ideas. Communities regard teachers as leaders and expect them to live the kind of a life they want their children to live. There is a certain community

pulse which teachers must learn to feel and reckon with, or else be asked to move on to a new field.

The beginning teacher takes up her work in fear and trembling. She does not know how to plan her daily program, make a workable lesson plan, or organize her pupils for school activities. Her training in lesson planning has been a prolonged discussion of what is the teacher's aim and what is the pupils aim, or some other insignificant point. She takes up her teaching duties resolved to put lesson planning out of her sight forever. If her instructor had been less critical and helped her make a short daily lesson plan in which she was taught to organize the material of the day around one or two worthy aims with a few notes on subject matter and one or more special devices for assisting the weaker pupils and stimulating all to a conscientious effect, that instructor would have helped her learn something that would have been of service in the classroom. Every instructor in a normal school should be required to work out a daily lesson plan that would work in his classroom. He should in turn teach the students how he prepared the plan and how he put it into execution.

One of the things teachers learn from experience is that if they wish to find time for everything they must organize their classroom activities very carefully. Time allocations at the various grade levels for classwork, supervised study, project work, clubs, and extra-curricular activities are real problems in real schoolrooms. Normal schools and colleges need to awaken to the possibilities of more detailed organization the same

as the public high and grade school. Rotating Student Councils should be organized and conducted to carry this training back to the student body. In this way the normal school or teachers college would be converted into a real training school for teachers, inducting its students into the mysteries of the teaching profession by giving them actual experience in doing the thing they are training to do after graduation.

In conclusion the following recommendations are submitted for your consideration:

(1) That teachers colleges establish a closer relationship between the public schools out over the state and their own institutions—looking forward to exchanging instructors between the two systems.

(2) That teacher colleges require teachers-in-training to teach at least

four months in the public schools under a qualified supervising principal or superintendent in lieu of the two terms practice teaching as now required for a first grade license.

(3) That the teachers college extend the scope of its personality training to the end that students form those desirable traits necessary for successful teaching.

(4) That the teachers college introduce a course in elementary educational philosophy early in the training course so that the student may have an anchor in a sea of contradiction.

(5) That the teachers college place a general supervisor over all the instructors in the institution of higher learning to direct the work of various departments toward the realization of a common purpose.



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